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ABSTRACT

Presented arc the workshop-prepared study guides to accompany captioned educational films for the deaf. The guide is designed to give teachers of the deaf at all levels a guide reference to captioned films, with descriptions, reviews, and suggestions for use of the films. Films are cross-referenced, according to levels and subject areas. Types of films included are art, guidance, language arts, mathematics, science, and social studies. The study guide for each film includes the film summary, purpose, preparation for the film, motivation, followup (questions and activities), resource material, and errata. (KW)

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PROJECT TITLE

Workshop for the Development and Evaluation of Study Guides of Captioned Education Films for the Deaf

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ROCHESTER SCHOOL FOR THE DEAF
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INTRODUCTION

This manuscript represents the fourth study guide organized and prepared under the guidance and sponsorship of Captioned Films for the Deaf, United States Office of Education. The facilities at the Rochester School for the Deaf were used in the preparation of this volume.

The organization of the summer workshop format was changed somewhat this year. In the three previous Captioned Films summer workshops, the projects concerned themselves with the writing of study guides only. Our over-all project contained two sections, one of which had the task of preparing study guides for films which had been previously captioned. The second section had the responsibility of writing the captions for films which had been selected beforehand at Ball State University. Combining these two groups had many advantages and is to be recommended for future summer workshops of this nature.

As in the past workshops, the main purpose of the Script Writers had been to prepare study guides to be used with already captioned educational films. Many of the films for which the study guides have been written are in the advanced, specialized area. It is felt that these films and study guides used selectively, would be of value to programs which concern themselves with the education of deaf adults outside the perimeters of the school for the deaf.

The suggestions contained in the study guides are guidelines which should be of value to the user. However, the suggestions offered are not meant to be ultimate, final or static.

Any instructional media or materials to be used is only as effective as the skill and creativety with which they are employed by the user. Therefore, users of the study guides are encouraged to use the study guides as a springboard to their own individual imagination and innovative skills. If a new or improvised technique is used successfully, it should be recorded for future usage and forwarded to Mr. Malcolm Norwood for possible inclusion in future study guides.

We at the Rochester School for the Deaf feel quite honored to have acted as host for such an important undertaking. It has been an experience which will be remembered for many years to come. Special acknowledgement should be made to the Board of Directors of the Rochester School for the Deaf and Dr. Ralph Hoag, Project Contractor, for providing us with the school facilities and financial guidance necessary to conduct such a purposeful project. We wish to recognize Mr. Norwood and Mr. James Kundert from Captioned Films, U. S. Office of Education for the astute guidance they have given us in organizing and managing this workshop.

The Study Guide Writers and Proof Readers are to be commended for their skill, untiring efforts and dedication in producing this very useful manuscript. Their names appear on page X.

We wish to express our gratitude to the following Caption Script Writers who contributed much to the Study Guide Writers.

Mrs. Mabel Nilson, Ohio School for the Deaf, Columbus, Ohio
John O'Brien, Rochester School for the Deaf, Rochester, N.Y.
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William Stevens, Gallaudet College, Washington, D. C.

We also wish to acknowledge Mr. Ames Curchin, Guidance Counselor at the Rochester School for the Deaf, Miss Donna Marcocci, Secretary to the Principal, and the Project Secretarial staff for their assistance in making this a most productive endeavor.

Leonard G. Zwick
Project Director

INTRODUCTION

This study guide is similar in organization and purpose to the last three guides. It was designed to supply teachers of the deaf, from primary through advanced levels, with a quick reference to captioned films and with descriptions, reviews, and suggestions for possible uses of the films.

The table of contents is cross-referenced, according to levels and subject areas. Art and mathematics have been added as additional subject areas. Although there is not a separate section for adult education, the reviewers believe that many of the films are applicable for this purpose.

As in last year's guide, an appendix has been included which lists films from all four guides, according to primary, intermediate, and advanced levels. The page numbers have been purposely omitted because when additional copies of the guides were printed, the page numbers had been changed. However, the page numbers may be found in the table of contents of each study guide.

The participants of the workshop attempted to empathize with teachers who might use these films and tried to give them as much information and assistance as they themselves would appreciate receiving. They also wish to thank the staff of the Rochester School for the Deaf for their cooperation and assistance in making this task possible.

Patricia Hogan
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OUTLINE OF STUDY GUIDE

I. Film Summary

(Short explanation of film content)

II. Purpose of the Film

(Objectives, etc.)

III. Preparation for the Film

- A. Preview the film and select objectives.
- B. Vocabulary
- C. Selected idioms and expressions

IV. Motivation

V. Followup

- A. Suggested questions
- B. Suggested activities

VI. Resource Material

- A. Films
- B. Filmstrips
- C. Books

  Etc.

VII. Errata

(Correction of captions, where applicable)

ABBREVIATIONS

ADL	Anti-Defamation League
AF	Associated Films, Inc.
AFC	Academic Film Co.
AFL-CIO	American Federation of Labor Film
AV	Avis Film
AWMS	American Walnut Manufacturers Association
B	Blackhawk
BF	Bailey Films
BIS	British Information Services
BT	Bell Telephone Film
BWF	Bernard Willets Films
CF	Curriculum Films
CFD	Captioned Films for the Deaf
CLF	Classroom Films
COFI	Contemporary Films
COR	Coronet Films
CWF	Churchill-Wexler Films
DeR	DeRochmont Films
DFPA	Douglas Fir Plywood Association
EBE	Encyclopaedia Britannica Educational
EBF	Encyclopaedia Britannica Films
EG	Eye Gate House
EH	Educational Horizons
FAA	Federal Aviation Administration
FAC	Film Association
FH	Filmstrip House
FI	Films Incorporated
FOM	Filmstrip of the Month, Popular Science Publishing Co.
GMAC	General Motors Acceptance Corporation
HFC	Handel Film Co.
IFC	Imperial Film Co.
IFF	International Film Foundation
ILI	Institute of Life Insurance Co.
ISO	International Screen Organization
JH	Jam Handy Organizations
KB	Knowledge Builders
KF	Kahana Film

LRS	Life Reading Series Captioned Filmstrips
MAI	Mahogany Association, Inc.
MGH	McGraw-Hill
MIS	Moody Institute of Science
MK	Mahnke Film
MOT	March of Times
MTP	Modern Talking Pictures
MWR	My Weekly Reader Filmstrips
NBC	National Broadcasting Company
NEA	National Education Association
NET	NET Film Service
NFBC	National Film Board of Canada
NFPA	National Forest Products Association
NYSDC	New York State Department of Commerce
OWI	Office of War Information
PPC	Personal Products Corp.
PS	Popular Science
RCSS	Rochester Council of Scientific Societies
RE	Reading Experience Filmstrips, CFD
RWF	Robert Waterman Films
SBC	Stanley Bowmar Company
SC	Syd Cassyd
SD	Sid Davis
SP	Stanbow Productions, Inc.
STC	Stanley Tools Company
SVE	Society of Visual Education
TFC	Teaching Film Custodians
UAC	Utility Airplane Council
UCF	University of California Films
USA	United States Army
USCC	United States Chamber of Commerce
USPH	United States Public Health Service
UWF	United World Films
WaSP	WaSP Filmstrips
WD	Walt Disney
WSC	Weyerhaeuser Sales Co.
YAF	Young America Films
YLP	Your Lesson Plan Filmstrips, Inc.

SYNCAP - Denotes that sound track has been synchronized with the captions.

PRIMARY

ARITHMETIC IN THE FOOD STORE

A Captioned Film
for
Primary Level

By Arrangement with
Coronet Films

Captioned Films for the Deaf
U.S. Office of Education
Washington, D.C.

Time: 11 minutes — Color, SYNCAP

I. Film Summary

As members of a primary class shop for a class picnic, they use arithmetic to compare sizes, prices, and numbers of items. They can be seen adding ones and adding by exact tens. They use dot drawings to add. They add and subtract numbers with tens and ones and with hundreds, tens, and ones. In making payments, they add cents and convert cents to dollars and cents.

II. Purpose of the Film

A. To illustrate the processes of adding and subtracting

B. To illustrate in a concrete fashion the practical advantages of comparing prices, making payments, and counting change

III. Preparation for the Film

A. Preview the film and select objectives.

B. Vocabulary

Nouns

committee
item
picnic
package
hot dogs
bananas

Nouns (continued)
watermelon
potato chips
quart
budget
mustard
clerk

Verbs
attend
choose
subtract
needs
decides
finish
costs
stands for

Adjectives
whole
enough
half
quarter (a fourth)

Adverbs
altogether
correctly

Participles
knowing
understanding

C. Selected idioms and expressions

list of things
better buy
done its job well
a certain amount
less expensive item
stayed within his budget
9¢ for 10 plates
how many more

IV. Motivation

A. Students should have a background in the processes of adding and subtracting.

B. Prepare a bulletin board illustrating the comparative values of pennies, nickels, dimes, etc.

V. Followup

A. Prepare a class picnic as illustrated in the film. Allow students to purchase certain items.

B. Prepare worksheets with examples of addition and subtraction.

C. Develop a model store for the classroom.

VI. Resource Materials

A. Filmstrips

1. Equations and Inequalities, MGH

2. Making Change, MGH
3. Money, Series 3, No. 31-66, CFD
4. More Numbers and Numerals, MGH
5. Numbers and Numerals, MGH
6. Time and Money, EG

B. Books

1. Alder, Irving. Magic House of Number. N. Y.: John Day Co., 1957. 128 pp.
2. Alder, Peggy. Numbers Old and New. N. Y.: John Day Co., 1960. 48 pp.
3. Eye Gate House, Inc. has several teachers' manuals on Mathematics Teach-A-Charts.
4. Ipcar, Dahlov, Brown Cow Farm, N. Y.: Doubleday and Co., 1959.
5. Keedy, Mervin L. A Modern Introduction to Basic Mathematics. Reading, Mass.: Addison-Wesley Publishing Co., Inc., 1963.
6. Wirtz, Robert W., et al. Discovery in Elementary School Mathematics. Chicago: Encyclopaedia Britannica Press, 1963.
7. Wirtz, Robert W. and Botel, Morton. Math Workshop for Children. Beginners Book Teachers Guide, Chicago: Encyclopaedia Britannica Press, Inc., 1963.

DIVISION FOR BEGINNERS

A Captioned Film
for
Primary and Intermediate Levels

By Arrangement with
Coronet Films

Captioned Films for the Deaf
U.S. Office of Education
Washington, D.C.

Time: 11 minutes — Color, SYNCAP

I. Film Summary

Division determines how many subsets are in a set or how many members are in a specific number of equivalent sets. We can divide by repeated subtraction but an easier and quicker way is to use our division facts. The number line helps check division facts and shows that division is the inverse of multiplication. This inverse concept can help solve division problems.

II. Purpose of the Film

A. To lead the students to discover through sets that division is a quicker way to divide than repeated subtraction

B. To promote the use of the number line for checking division facts

C. To lead to the discovery that division is the inverse of multiplication, and multiplication is the inverse of division by reviewing and correlating the fact that subtraction is the inverse operation of addition, and addition is the inverse of subtraction

D. To continue and to extend the use of the law of order

E. To let the children discover why equivalent sets have the same number of members

F. To introduce the use of the division symbol

III. Preparation for the Film

A. Preview the film and select objectives.

B. Gather visual aids.

1. Abacus
2. Teacher-made overhead number line
3. A plastic coated commercial number line for each student
4. M & M's, or any other kind of small objects
5. Any available games, such as darts, marbles, horseshoes, etc.

C. Review the principles involved in multiplication, addition, and subtraction of sets.

D. Vocabulary

a set of
a division fact
number line
factor
problem
inverse
subtract
ring toss
check (verb)
product
subsets
division
altogether
law of order
zero
member

E. Selected idioms and expressions

a pair
an easier way

IV. Motivation

A. Play a game of darts, or other similar game.

B. Open a box of M & M's and ask how many each child will get.

C. Take an egg carton and see how many eggs are in one row. How many are in two rows?

D. Divide the students into various work groups and ask how many groups there are, and how many are in each group. See if they can tell you how many children there are altogether.

V. Followup

A. Develop a loop film quiz on the division of sets.

Marbles, classroom objects, animal pictures, kinds of plants, kinds of people, kinds of words; e.g., find the number of words beginning with s, or having the ee sound

B. Develop a worksheet on the division of sets.

C. Make a chart using the number line to show the division fact.

D. Use the felt board and materials to illustrate the division fact.

E. Using the commercial plastic coated number line, let each student make up his own colored tag board subsets to show any division fact he wants.

F. Give written problems employing the use of division.

G. Make a flannel board or bulletin board progressive story and make up numerous division facts as you go along.

H. Play a game of elimination.

   1. Ask all to stand up.

   2. Ask all children wearing brown shoes to sit down, etc.

   3. Ask how many were in each set and make up a corresponding division fact.

VI. Resource Materials

A. Filmstrips

   1. Let's See How To Divide, EG

   2. Inverse Operations - Multiplication and Division, MGH

   3. Solving Problems - Multiplication and Division, MGH

   4. Changing the Order - Multiplication and Division, MGH

   5. Changing the Grouping - Multiplication and Division, MGH

   6. Multiplication and Division, Set #1, Arithmetic Series, MGH

B. Supplementary reading

   1. Jonas, Arthur. New Ways in Mathematics. Englewood Cliffs, N. Y.: Prentice-Hall, 1962, 70 pp.

   2. Keedy, Mervin L. A Modern Introduction to Basic Mathematics. Reading, Mass.: Addison-Wesley Publishing Co. Inc., 1963 .

3. Leaf, Munro. Arithmetic Can Be Fun. J. B. Lippincott Co., 1956. 64 pp.

4. Hartung, M. L., Seeing through Arithmetic. Ill.: Scott, Foresman and Co., 1966.

5. Wirtz, Robert W.; Botel, Morton; Nunley, B. G. Discovery in Elementary School Mathematics. Chicago: Encyclopaedia Britannica Press, 1963.

6. Wirtz, Robert W.; Botel, Morton. Math Workshop for Children. Beginners Book Teachers' Guide. Chicago: Encyclopaedia Britannica Press, Inc.

EVERYDAY COURTESY

A Captioned Film
for
Upper Primary Level
Intermediate Level

By Arrangement with
Coronet Films

Captioned Films for the Deaf
U.S. Office of Education
Washington, D.C.

Time: 11 minutes Color

I. Film Summary

In a talk before his class, Jeff defines courtesy as consideration for other people. This involves both courteous speaking and courteous listening. Correct forms of introduction, oral and written invitations and acceptances, respect for one's elders and other social amenities are shown.

II. Purpose of the Film

A. To explain the need for courtesy

B. To show the correct forms of introduction

C. To show the correct forms of oral invitations and acceptances

D. To show the correct forms of written invitations and acceptances

III. Preparation for the Film

A. Preview the film and select objectives.

B. Vocabulary

Nouns

courtesy
listener
invitation
introduction
guests

Adjectives

courteous	polite	interesting
discourteous		

IV. Motivation

A. Discuss the meaning of courtesy and the various ways of "being polite."

B. Ask the pupils if they know how to introduce the various members of their families and their friends.

C. Ask for volunteers to perform mock introductions.

V. Followup

A. Oral activities

1. In play situations have pupils make introductions to family and friends.

2. In play situations have pupils issue oral invitations and accept or decline invitations from others.

B. Written activities

1. Have pupils write invitations to various kinds of parties and activities, e.g., birthday parties, holiday parties, class shows.

2. Have pupils write answers either accepting or declining these invitations.

VI. Resource Materials

A. Films

1. Manners at Home, CFD

2. Manners at School, CFD

3. Manners in Public, CFD

4. Your Table Manners, CFD

B. Filmstrips

1. Manners at Home, YAF

2. Manners at School, YAF

3. Manners When Playing, EG

4. Manners When Visiting, EG

5. Manners Mean More Fun, PS

C. Books

1. Leaf, Munro. Manners Can Be Fun. Rev. ed., Philadelphia, Pa.: Lippincott, 1958. 47 pp.

2. Lee, Tina. Manners to Grow On: A How-to-do Book for Boys and Girls. N.Y.: Doubleday, 1955. 93 pp.

FROZEN FOODS

A Captioned Film
for
Primary and Intermediate Levels

By Arrangement with
Bailey Films, Inc.

Captioned Films for the Deaf
U.S. Office of Education
Washington, D.C.

Time: 11 minutes　　Color

I. Film Summary

This film highlights the comparison between the preparation of food several generations ago and its preparation today. The advantages of modern methods are obvious.

The body of the film shows the harvesting of a carrot crop, and the processing and freezing of this crop.

II. Purpose of the Film

A. To compare the differences between modern and older methods of food preservation and preparation

B. To introduce the utility and convenience of frozen food products

C. To show children how their lives have been affected through the development of frozen food products

III. Preparation for the Film

A. Preview the film and select objectives.

B. Select desired basic vocabulary.

Nouns

fresh foods
life
icebox
sirloin tips
plant
wheel
moving belt
ends
temperature
heat
germs
racks

B. vocabulary (continued)

Nouns
mushroom sauce
farm
machines
skins
vegetables
cooker
refrigerators
gravy
health

Verbs
prepare
cools
sort
spread
slice
sealed
peel
measure
check

Adjectives
delicious
modern
nearby
harmful
clean
frozen
pure

Participles
preparing
freezing

Adverb
tightly

C. Selected idioms and expressions

have changed our lives
almost the same
frozen solid
in a hurry
make this possible
how this happened
air-tight plastic bags
after several hours
20 degrees below zero
shipped to market

IV. Motivation

A. Have students collect pictures of foods which are found in the freezer of a supermarket. Question them as to the freezing process.

B. Have students keep a week's record of the different kinds of frozen food which they consume. Compare records.

V. Followup

A. Make a list of foods which can be enjoyed all year long because of freezing.

B. Make a list of foods which would not be available at different seasons were it not for freezing.

C. Make a drawing which shows how our lives have been changed because of modern methods of preparing our food.

D. Have class prepare and cook a fresh vegetable. Compare the process with the preparation of the same frozen vegetable.

VI. Resource Materials

A. Films

1. Alexander Learns Good Health, CF
2. Four Food Groups, AV
3. Good Eating Habits, CF
4. Healthy Families, FAC
5. Tommy's Day, MGH
6. Why Foods Spoil, EBF

B. Filmstrips

1. Finding Out How You Grow, SVE
2. Food for Health, CF
3. Health, SVE
4. Health Habits, EG
5. Proper Food, EBF
6. Right Foods Help Health, EG
7. Why Be Healthy, EG
8. Foods, Markets and Stores, SVE
9. Keeping Food From Spoiling, Food Series No. 8420, EBF

C. Books

1. Ames, Gerald and Wyler, Rose. Food and Life. N.Y.: Creative Education Society, 1966.
2. Mendelsohn, Richard. Holiday Cookbook. N.Y.: Lion Press, 1968.

INTRODUCING SETS, NUMBERS AND NUMERALS

A Captioned Film
for
Primary Level

By Arrangement with
Coronet Films

Captioned Films for the Deaf
U.S. Office of Education
Washington, D.C.

Time: 11 minutes   Color, SYNCAP

I. Film Summary

Here are the basic concepts of sets, set members, subsets, one-to-one correspondence and equivalent sets. Equivalent sets introduce us to the concept of numbers and its representation by numerals. When we join and separate sets, numerals show the resulting number of the union or the separate subsets.

II. Purpose of the Film

A. To introduce sets

B. To distinguish between set members and subsets

C. To illustrate equivalent sets

D. To develop the concept that addition and subtraction are really just the joining or separating of sets and/or subsets

E. To introduce and to distinguish between the terms number and numeral

III. Preparation for the Film

A. Preview the film and select objectives.

B. Select desired vocabulary.

a set of
sets
within
sheep
separate
like (similar to)
match (verb)
share

a class of
class
shepherds
numeral
join
different
larger than
whole set

a group of
subset
stone
number
silverware
members
less than
one-to-one

Multiple meanings

equivalent

C. Gather visual aids.

1. Common classroom articles

2. Common home articles, e.g., spoons, clothespins

3. Teacher-made transparencies showing children or animals and using overlays wherever helpful

4. Group pictures - using any topic

5. Abacus

D. Take a picture of your class preferably with a Poloroid, and have them find as many sets and subsets as they can.

E. Have the children rearrange preconstructed geometric shapes into

1. Sets

2. Subsets

3. Equivalent sets

4. Addition facts

5. Subtraction facts

F. Give practice grouping various objects according to size, shape, color, etc.

G. Mathematical concepts

1. A set is any group of things.

2. Things are members of a set.

3. A subset is a set within a set.

4. Equivalent sets match.

5. When you join sets, you are adding.

6. When you separate sets, you are subtracting.

7. A numeral shows numbers and tells the number of members in any given set.

IV. Motivation

A. Put up a bulletin board with all the new words and concepts scattered on it. Give no explanation as to their relationship.

B. Discuss families, e.g., number of boys, girls, or pets, etc.

C. Construct geometric shapes out of paper, cardboard, or wood. Vary them as to size, shape, color, etc.

V. Followup

A. Have students arrange the bulletin board in its correct sequence.

B. Make worksheet for sets and subsets. Have students match them one-to-one.

VI. Resource Material

A. Filmstrips

1. Equations and Inequalities, MGH

2. Numbers and Numerals, MGH

3. More Numbers and Numerals, MGH

4. The Distributive Property, MGH

5. Introduction to Set Concepts, CFD, or Patterns in Modern Math, Gilbert Altschul Productions Inc.

6. Introduction to Our Number System, CFD, or Patterns in Modern Math, Gilbert Altschul Productions Inc.

B. Supplementary reading

1. Alder, Irving. Magic House of Number. N. Y.: John Day Co., 1957. 128 pp.

2. Alder, Peggy. Number Old and New. N. Y.: John Day Co., 1960. 48 pp.

3. Eye Gate House, Inc. have several teachers' manuals on Mathematics Teach-A-Charts. Basically, they are good for teaching one-to-one correspondence, order relations, and for showing the cardinal number of set. Interest is focused on how many members are in a set.

4. Freeman, Mae. Fun with Figures. N. Y.: Random House, 1946. 60 pp.

5. Ipcar, Dahlov. Brown Cow Farm. N. Y.: Doubleday and Co., 1959.

6. Keedy, Mervin L. A Modern Introduction to Basic Mathematics. Reading, Mass.: Addison-Wesley Publishing Co., Inc., 1963.

7. Wirtz, Robert W.; Botel, Morton; Nunley, B. G. Discovery in Elementary School Mathematics. Chicago: Encyclopaedia Britannica Press, 1963.

8. Wirtz, Robert W.; Botel, Morton. Math Workshop for Children, Beginners' Book Teachers' Guide. Chicago: Encyclopaedia Britannica Press, Inc.

THE LUMBERYARD

A Captioned Film
for
Primary Level

By Arrangement with
Bailey Films, Inc.

Captioned Films for the Deaf
U.S. Office of Education
Washington, D.C.

Time: 11 minutes Color

I. Film Summary

This film introduces students to the story of lumber. Through a series of flashbacks, the viewer learns how trees are cut, carried to the sawmill, shipped to the lumberyard and sold.

II. Purpose of the Film

A. To trace the source of lumber from forest to sawmill to lumberyard

B. To show the products that are sold in a lumberyard

C. To explain the transportation methods used to carry logs and lumber

D. To identify the machines used in a lumberyard

III. Preparation for the Film

A. Preview the film and select objectives.

B. Select desired basic vocabulary.

Nouns
plans
lumberyard
materials
boards
lumberjack
chain saw
mill pond
moving belt
saw teeth
chute
poles
flat cars
load
1 x 4 board
cement
fencing
plumbing fixtures
garden supplies

B. Vocabulary (continued)

Nouns

wedge
crane
logs
point
plywood
machine
lumber "carrier"
"fork lift"
shingles
wire mesh
glue
office
salesman
nails
storage shed

Verbs

wait
takes
uses
spray
guide
unload
stacks
sort
understand
weighs

Adjectives

dull
dangerous

C. Selected idioms and expressions

stacks of wood
one pound of nails
sheet of plywood
first coat of paint
write out the order
look over the list
Timber!
for many years
wants it to fall this way
where they want it to fall

IV. Motivation

A. Question class to learn how many have visited a lumberyard. What materials did they purchase? What else was sold at the lumberyard?

B. Question how many students have a workshop at home. What kinds of things do their fathers make in the workshop? What materials do they use?

V. Followup

A. How many children have been through a forest? What kinds of trees can be felled?

B. Discuss the types of transportation involved in moving lumber, particularly those seen in film.

C. Have class construct some form of building.

D. Pantomime some of the activities seen in film, e.g., cutting down trees, walking on logs.

VI. Resource Materials

A. Films

1. *Life in the Forest*, EBF

2. Life in the Woodlot, NFBC
3. The Tree, CWF
4. We Explore the Woodland, COR

B. Filmstrips

1. Redwood Lumber Industry: Lumber Mill, BFI
2. Redwood Lumber Industry: Planing Mill, BFI

C. Books

1. Buehr, Walter. *Timber! Farming Our Forests*. N.Y.: Morrow, 1960. 96 pp.
2. Floethe, Louise Lee. *The Story of Lumber*. N.Y.: Scribner, 1962. unpaged
3. Rich, Louise D. *Lumber and Lumbering*. N.Y.: Watts, 1967. 66 pp.

MAKING CHANGE FOR A DOLLAR

A Captioned Film
for
Primary Level

By Arrangement with
Coronet Films

Captioned Films for the Deaf
U.S. Office of Education
Washington, D.C.

Time: 11 minutes

Color, SYNCAP

I. Film Summary

Through a small girl's dreams and actual experiences, the film stresses (1) the comparative values of pennies, nickels, dimes, quarters, half-dollars, and dollars; (2) some of the ways these values are commonly expressed; and (3) how we can "make change" through understanding these comparative values and expressions.

II. Purpose of the Film

A. To explain that a dollar bill can be broken down into change

B. To show the purchasing power of money

C. To show comparative values of different monetary units

D. To show how change is made upon purchase of an item

III. Preparation for the Film

A. Preview the film and select objectives.

B. Evaluate the benefits the class would receive from the film.

C. Gather visual aids.

1. Have sufficient coins to show examples of various monetary units.

2. Make up transparent monetary units for use on the overhead projector.

3. Have various supplies to set up a model store.

D. Vocabulary

Nouns
coin purse
change
quarter
penny
cost
dream
coins
dime
store
dollar bill
half-dollar
nickel
cent

Adjective
just

Indefinite pronoun
something

Verbs
worth
count
equal
pays
watch
make

E. Selected idioms and expressions

only in her dreams
= equal
¢ = sign for cent
to make change
just the right change

IV. Motivation

A. Have students bring small change to class.

B. Make a bulletin board with comparative values of pennies, nickels, dimes, etc.

V. Followup

A. Suggested questions

1. How many pennies in a nickel?

2. How many pennies in a dime?

3. How many pennies in a quarter?

        4. How many pennies in a half-dollar?
        5. How many pennies in a dollar?
        6. How many nickels in a half-dollar?
        7. How many dimes in a half-dollar?
        8. How many nickels in a quarter?

- B. Discussion questions
    1. Why did Sue want change for her dollar?
    2. How did Mr. Anderson help Sue?
    3. Why does money come in different shapes and sizes?
- C. Suggested activities
    1. Develop a model store.
        - a. students rotate as clerk
        - b. students act as customers
    2. Use overhead projector with transparent monetary units.
    3. Have students work on worksheets available from Continental Press Inc.

VI. Resource Materials

- A. Films
    1. Money in the Bank--and Out, Churchill
    2. My Financial Career, NFBC
- B. Filmstrips
    1. Money, Series 3, No. 31-66, CFD
    2. Time and Money, EG
    3. The Mint Makes New Coins, CFD
    4. Making Change, MGH
    5. The Story of Money, MGH

C. Supplementary reading

1. Bueher, Walter. Treasure. N. Y.: Putnam, 1955, 64 pp.
2. Gay, Kathlyn. Money Isn't Everything. N. Y.: Delacorte Press, 1967, 96 pp.
3. Majer, Frederic. Our Countries Money. N. Y.: Crowell, 1939, 121 pp.
4. Russell, Solveig Paulson. Money. Chicago: Rand McNally, 1961, 64 pp.
5. Hartung, Maurice L. Seeing through Arithmetic. Glenview, Ill.: Scott, Foresman and Co., 1966.

D. My Weekly Reader Filmstrips

1. Money, The Mint Makes New Coins, Series 2, No. 13-66
2. Money, Series 3, No. 31-66
3. New Quarters Are Made, Series 3, No. 4-66
4. We Need More Coins, Series 2, No. 25-65

MONEY AND ITS USES

A Captioned Film
for
All Levels

By Arrangement with
Encyclopaedia Britannica Films

Captioned Films for the Deaf
U.S. Office of Education
Washington, D.C.

Time: 11 minutes Color, SYNCAP

I. Film Summary

This film will give children on any level an idea of how money is used. It also illustrates different articles which have been used as money.

The principle of why money is used instead of bartering is introduced.

The film presents a clear illustration of how money circulates and purchases goods.

II. Purpose of the Film

A. To explain why we must have money

B. To show that using money is a convenient way of trading

C. To explain that the government guarantees money

D. To show what things money will buy

E. To show how money circulates

F. To show how money is earned and spent

III. Preparation

A. Preview the film and select objectives.

B. Gather materials or objects to be used for a class auction to illustrate the relative value of various articles.

C. Vocabulary

Nouns

newspaper
bone
bills
fertilizer
skins
government
coin
clerk
shells
tags
medium

Verbs

deliver
consider
carry
traded
barter
goes
collecting
paid
exchange
traveled
need
agree
watch
work
measure
accepts
decide
wants
fixed

Adjectives

valuable
easier
different

Indefinite Pronoun

anything

Preposition

without

Adverbs

almost
really

D. Selected idioms and expressions

wrapped around
hard to get
guarantees its values
compare values
useful as a measure of value
combined to make any amount
decide to make a trade
medium of exchange

E. Multiple meanings

values
use
change
barter

IV. Motivation

A. Prepare a bulletin board to illustrate the bartering process.

B. Have students participate in a class auction sale to illustrate the relative value of various articles.

V. Followup

A. Suggested questions

1. Why is the bartering system not as convenient as using money?

2. Why is money valuable?

B. Discussion questions

1. Discuss the merits of the use of money over the barter system.

2. Discuss why it is impractical today to exchange one article for another, e.g., the pig for a dress.

3. Discuss the place of courtesy in the exchange process.

C. Suggested activities

1. Have students participate in the purchase of a gift or article for a special occasion. Stress the necessity of money as a medium of exchange.

2. Have students plan a class project, e.g., shoe shine, box lunch sale, auction, in order to raise funds for a class outing.

VI. Resource Materials

A. Films

1. Money in the Bank--and out, Churchill

2. My Financial Career, NFBC

B. Filmstrips

1. Money, Series 3-No. 31-66, CFD

2. Time and Money, EG

3. The Mint Makes New Coins, CFD

C. Supplementary reading

1. Buehr, Walter. Treasure, the Story of Money and Its Safe Guarding. N. Y.: Putnam, 1955.

2. Gay, Kathlyn. Money Isn't Everything, the Story of Economics at Work. N. Y.: Delacorte Press, 1967. 96 pp.

3. Russell, Solveiq Paulson. From Barter to Gold, the Story of Money. Chicago: Rand McNally, 1961. 64 pp.

MULTIPLICATION FOR BEGINNERS

A Captioned Film
for
Primary and Intermediate Levels

By Arrangement with
Coronet Films

Captioned Films for the Deaf
U.S. Office of Education
Washington, D.C.

Time: 11 minutes

Black and White, SYNCAP

I. Film Summary

We may use multiplication whenever we combine sets that have the same number. Moving from the simple concept of repeated addition, we introduce the importance of multiplication facts and the use of the number line in checking them. Arrays are explained and used to help explain the law of order and the distributive law for multiplication.

II. Purpose of the Film

A. To show the basic uses of the multiplication process

B. To demonstrate the law or order and the distributive law for multiplication using arrays (i.e., sequential arrangements to symbolize a numeral)

III. Preparation for the Film

A. Preview the film and select objectives.

B. Gather visual aids such as egg cartons, candy and cookie trays, felt board and pieces, abacus, number line, and small objects.

C. Introduce and/or review the multiplication process using some of the above visual aids.

D. Vocabulary

Nouns

answer
array
distributive law
dot
factor
law of order
member
number line order
paper strips
pattern
position
product
row
set
zero

Adjective

even

Verbs

add
check
change
combine
distribute
multiply
reverse
separate

Indefinite pronouns

some
any

Partitive

a set of

E. Selected idioms and expressions

another way
change position
even pattern

IV. Motivation

A. Use several concrete personal objects to illustrate the concept that multiplication is merely an additive process. Question pupil as to the number of articles they have. Then group the ones who have the same number of articles together. Question the class as to how many children have the same number. Illustrate.

B. Further motivation might include ideas rather than concrete materials. Use natural situations wherever possible.

C. Encourage children to look for the explanation of the law of order and the distributive law for multiplication.

V. Followup

A. Prepare charts to illustrate the law of order and the distributive law for multiplication.

B. Prepare worksheets to include review and drill on the above laws.

VI. Resource Material

A. Filmstrips

1. Let's See How To Multiply, EG
2. Inverse Operations - Multiplication and Division, MGH
3. Solving Problems - Multiplication and Division, MGH
4. Changing the Order - Multiplication and Division, MGH
5. Changing the Grouping - Multiplication and Division, MGH
6. Multiplication and Division Set No. I, Arithmetic Series, MGH
7. Operations - Multiplication, CFD; or Patterns in Modern Math, Gilbert Altschul Productions, Inc.

B. Selected reading

1. Hartung, M. L. Seeing Through Arithmetic. Illinois: Scott, Foresman & Co., 1966.
2. Jonas, Arthur. New Way in Mathematics. Englewood Cliffs, N. J.: Prentice-Hall, 1962. 70 pp.
3. Keedy, Mervin L. A Modern Introduction to Basic Mathematics. Reading, Massachusetts: Addison-Wesley Publishing Co. Inc., 1963.
4. Leaf, Munro. Arithmetic Can Be Fun. J. B. Lippincott Co., 1956. 64 pp.
5. Wirtz, Robert W.; Botel, Morton; Nunley, B. G. Discovery in Elementary Mathematics. Chicago: Encyclopaedia Britannica Press, 1963.
6. Wirtz, Robert W. and Botel, Morton. Math Workshop for Children. Beginner's Book Teachers Guide, Chicago: Encyclopaedia Britannica Press, Inc.

C. Pamphlet

Refer to the filmstrip guide which McGraw-Hill presents with this series of films, Modern Arithmetic - Grades 3 and 4, Set II. This pamphlet also gives related filmstrips.

RIKKI THE BABY MONKEY

A Captioned Film
for
Primary Level

By Arrangement with
Encyclopaedia Britanica Films

Captioned Films for the Deaf
U.S. Office of Education
Washington, D.C.

Time: 11 minutes

Black and White, SYNCAP

I. Film Summary

A typical day in the life of a Rhesus monkey is depicted in this short film. Highlights include eating, drinking, and cleaning habits, local dangers, and parental care.

II. Purpose of the Film

A. To show the sequence of events in the daily life of a monkey

B. To show their personal habits

C. To allow for a comparison of how mothers--human and otherwise--care for their young

D. To show family relationships and responsibilities

III. Preparation for the Film

A. Preview the film and select objectives.

B. Select desired basic vocabulary.

Verbs
come down
learn
climb
walk
help
jump

Verbs (Continued)

sit
rest
hurt
take care of
look (how)
wake up
fall
crawl
clean
look around
run away
surprise
carry
watches
comb
want to
look for

Nouns

tail
woods
breakfast
roots
milk
babies
snake
eyes
log
vines
insect
bubble
leaf
friend
legs
salt
teacher
danger
drink
back
place
arms
pouches

Adjectives

reddish
warm
best
sharp
hungry
tired
dangerous
alone
much
easy
safe
gym
smart
quiet

Adverbs

slowly
away
again
closer

Prepositions

in
by
under
near
around

Others

another
himself
something

C. Gather visual aids

1. Danger signs
2. Stuffed monkeys or pictures of various kinds of monkeys
3. Family pictures (animal and human)

D. Selected idioms and expressions

let's go down
take a nap
coming closer
do not fall
bigger than
to run away
be careful
good to eat

IV. Motivation

A. Have students draw what they think Rikki looks like.

B. Have a ditto with numbered dots which children will connect to form outline of a monkey.

V. Followup

A. Dramatize the story for

    1. Sequence of events

    2. Characterizations

B. Outline story with children.

C. Illustrate the story

    1. As a group

    2. Individually

D. Make a book using the above illustrations.

E. Have children make illustrations to compare Rikki's family with their own.

VI. Resource Material

A. Films

    1. Animal Habitats, Film Associates

    2. Animal Communities and Groups, COR

    3. Animal Homes, EBF

    4. Zoo Families, Film Associates

    5. Animals Growing Up, EBF

    6. Zoo Animals of Our Storybooks, COR

    7. Zoo Babies, COR

    8. The Zoo, EBF

B. Filmstrips

1. Animal Babies, SVE
2. Animals of the Zoo, SVE
3. A Walk in the Woods, CF
4. Animal Babies and Their Families, Eyegate
5. Animals Struggle To Live, Eyegate
6. The Mountain Lion, EBF

C. Color prints

Set II Basic Science Series, Set 12

D. Books

1. Beim, Jerrold. Thin Ice. N.Y.: William Moro, 1956. 48 pp.
2. Burt, Olive. Space Monkey. N. Y.: Day, 1960. 64 pp.
3. Krautz, Nathan. A Monkey's Tale. Boston: Little Brown, 1964. 57 pp.
4. Rietveld, Jane. Monkey Island. N. Y.: Viking Press, 1963. 55 pp.
5. Werth, Kurt. The Monkey, the Lion, and the Snake. N. Y.: Viking Press, 1967. 31 pp.

SCHOOL FOR TED

A Captioned Film
for
Primary Level

By Arrangement with
Encyclopaedia Britannica Films

Captioned Films for the Deaf
U.S. Office of Education
Washington, D.C.

Time: 11 minutes

Color, SYNCAP

I. Film Summary

Basically, this is a story about all the people who help Ted learn. His class is making a model floor plan of the school and are putting in models of the people found in various places. The teacher and students discuss each person as they put them in their model.

II. Purpose of the Film

A. To show the various duties of the:

1. principal
2. secretary
3. school nurse
4. custodian
5. cafeteria and lunchroom supervisors
6. librarian
7. gym teacher
8. crossing guard

9. mothers and fathers

10. teacher

B. To show how children can help people who help them (e.g., keep the halls clean, work very hard)

C. To understand the importance of mothers and fathers in relation to the school program

III. Preparation for the Film

A. Preview the film and select objectives.

B. Gather visual aids.

1. a model, or floor plan of the school

2. dolls, or pictures of the various staff members

3. different articles used by the various people (e.g., a broom, a pencil, a book, a toy typewriter, a tongue depressor, etc.)

C. Select desired vocabulary.

Nouns
principal
school
office
librarian
room
crossing guard
play grounds
lunchroom supervisors
library books
gym teacher
important
nurse
secretary
child
school nurse
shots
halls
lunch
soup
film
games
everything
custodian
work
parents
health
building custodian
school grounds
cafeteria supervisors
hot dogs
filmstrips
exercises

Verbs
like
share
look like
plan
borrow
pay
forget
learn
visit
talk to
clean
use
cost
help
look for
like to
put
hurt
test

Others

our
each
healthy
strong
perhaps
funny

C. Selected idioms and expressions

help learn
most important
old enough
in charge of
keep from being hurt
help in turn
they belong
test your eyes and ears
how to help yourself

IV. Motivation

A. Make models of all school personnel.

B. Make a display showing a small boy at the bottom of the ladder. At the top of the ladder, attach a lot of strings. (See Suggested activities for completion of this idea.)

C. Ask the children why they would like to be any one person in the school. For example, if Mary wants to be a teacher, question her as to why.

D. Use a polaroid camera to mount and post pictures of the faculty. Ask, "Who are we?"

V. Followup

A. Suggested questions

1. Who are these people?

Job	Name of Individual in Your School
principal	
gym teacher	
nurse	
teacher	
crossing guard	
librarian	
lunchroom supervisor	
cafeteria supervisor	

2. Who is the leader of our school?

3. To what club do both teachers and parents belong?

4. Which job do you think is the hardest in the school? Why?

B. Suggested activities

1. Dramatize any given activity of someone in the school, and see if the class can guess who it is (similar to charades).
2. Have an "Occupation Day." Let each child pick out and pretend to be any one person in the school he wants to be.
3. Make up a little skit where the children performs all the characterizations involved in a typical day at schoo.

VI. Resource Materials

A. Filmstrips

1. Cafeteria Workers, #4659, MGH
2. Our Job in School, #5203, EBF
3. Our Library, #5358, EBF
4. Our Parks and Playgrounds, #5363, EBF
5. Our School, #5260, EBF
6. Part of the Team, #5264, EBF
7. School Courtesy, #5265, EBF
8. School Helpers, #5262, EBF
9. School Nurse, #4658, MGH
10. The Custodian, #4655, MGH
11. The Librarian, #4713, MGH
12. The Librarian, #7107 (p-), LFS
13. The New Pupil, #5260, EBF
14. The Principal, #4657, MGH
15. The Safety Patrol, #4656, MGH
16. The School Cafeteria Worker, EG
17. The Teacher, #4654, MGH
18. We Go to School, #4366, KP

19. Work at School, Series #2 5-64, MWR

B. Books

1. Beim, Jerrold. Country School. N. Y.: Morrow, 1955.

2. Beim, Jerrold. Time for Gym. N. Y.: Morrow, 1957.

3. Good Morning, Teacher. Whitman, 1957.

4. Hunnicutt, C. W. and Grambs, Jean D. I Play. Singer.

5. Ormsby, Virginia H. Twenty-One Children. Philadelphia: Lippincott, 1957.

6. Woolley, Catherine. School Room Zoo. N. Y.: Morrow, 1950.

A VERY SPECIAL DAY

A Captioned Film
for
All Levels

By Arrangement with
United World Films

Captioned Films for the Deaf
U.S. Office of Education
Washington, D.C.

Time: 18 minutes
Color

I. Film Summary

Claudia, a six year old, celebrates her birthday with her father at the beach. When her father leaves her to purchase refreshments, she is knocked over by three young boys who run off with her dog. In an effort to retrieve the animal, Claudia pursues the boys and becomes lost. The story then focuses on one of the boys whose desire to help Claudia overcomes his fear of peer ridicule.

II. Purpose of the Film

A. To develop and express feelings for others

B. To foster positive attitudes towards others, e.g., responsibility, compassion

C. To understand and express basic emotions

III. Preparation for the Film

A. Preview the film and select objectives.

B. Vocabulary

amusement park
beach
board walk
ship
ocean
sea gulls

Vocabulary (Continued)

trash (litter)
joy
love
embarrass
fear
concern (worry)
danger
frustration
ridicule
compassion
responsibility

IV. Motivation

A. Discuss the feelings of any pupil(s) who might have been lost or who might have lost something.

B. Discuss the meaning of various *special days*.

C. Have children look for reasons why the film is entitled *A Very Special Day*.

V. Followup

A. Discuss children's reasons for the film being entitled *A Very Special Day*.

B. From a carefully selected group of pictures, have children chose those which illustrate for them specific emotions.

C. In single sentences, paragraphs, or compositions, have children describe any emotion such as fear, love, compassion, or worry.

D. Pantomine parts of the film. Have children describe their reactions to the pantomine.

E. Have children draw pictures to illustrate some section of the film which impressed them either negatively, or positively.

VI. Resource Materials

A. Films

1. *What Liberty and Justice Mean*, Churchill Films
2. *A Man Without a Country*, MGH
3. *Good Sportsmanship*, COR
4. *Children's Emotions*, MGH
5. *Children of the Sun*, John F. Hubley

6. Courtesy for Beginners, COR
7. Let's Go to the Circus, EBE
8. The Red Balloon, Lamorisse, 1959
9. Kindness to Others, COR
10. Beginning Responsibility: Other People's Things, De Paul
11. Fairness for Beginners, EBE
12. Let's Share with Others, EBE
13. Snowy Day, Weston Woods Film (Book also available)

B. Filmstrip

Consideration for Others, SVE

C. Books

Primary

1. Keats, Ezra. A Snowy Day. N. Y.: Viking Press, 1963. 33 pp.
2. Hastings, Evelyn. All Kinds of Days. Melmont Publisher Inc. 23 pp.
3. Thayer, Jane. Emerald Enjoyed the Moonlight. N. Y.: Wm. Morrow & Co., 1964. 40 pp.
4. Kumin, Mavine. Spring Things. C. P. Putnam.
5. Beim, Jerrold. Too Many Sisters. N. Y.: Morrow Jr. Books
6. Beim, Jerrold. Thin Ice. N. Y.: Wm. Morrow, 1956.
7. Beim, Jerrold. Shoeshine Boys. N. Y.: Morrow Jr. Books.
8. Hurd, Edith. The Day the Sun Danced. Harper and Row.
9. Hurd, Edith. Nino and His Fish. E. M. Hale and Co.
10. Kingman. Peter's Long Walk. Doubleday and Co.
11. Freeman, Don. The Turtle and the Dove. Junior Literary Guild.
12. Brock, Emma. The Runaway Sardine. Alfred A. Knoff.
13. Tudor, Tasha. Becky's Birthday. N. Y.: Viking.

Intermediate

1. Ardizzono, Edward. Tim and Charlotte. Oxford Press.
2. Matsumo, Masako. Chie and the Sports Day. World Publishing Co.
3. Leodhas, Sorche Nie. Always Room for One More. Holt, Rinehart.
4. Kawaguchi and Sanae. Taro's Festival Day. Boston: Little Brown & Co., 1957. 31 pp.
5. Bradbury, Bianza. Lots of Love, Lucinda. Ives Washburn Inc., 1968.
6. Budd, Lillian. One Heart One Way. David McKay Co. Corp., 1968.
7. Slobodkin, Louis. Colette and the Princess. E. P. Dutton & Co. Inc., 48 pp.
8. McCloskey, Robert. Time of Wonder. The Viking Press. 64 pp.
9. McCloskey, Robert. Blueberries for Sal. Viking Press. 55 pp.

D. Song

You Are My Sunshine

INTERMEDIATE

THE ABC OF HAND TOOLS--PART I

A Captioned Film
for
Intermediate and Advanced Levels

By Arrangement with
Walt Disney Productions
and General Motors

Captioned Films for the Deaf
U.S. Office of Education
Washington, D.C.

Time: 23 minutes Color

I. Film Summary

This animated cartoon shows the correct use of hand tools, such as hammers, screwdrivers, pliers and wrenches. "Primitive Pete" shows typical examples of tool misuse.

II. Purpose of the Film

A. To introduce and show proper use of the ball-peen hammer, the claw hammer, the screwdriver, pliers, the open-end wrench, the adjustable wrench, the monkey wrench, the pipe wrench, the box wrench, the half and half wrench and the socket wrench

B. To show that safety is very important in the use of tools

III. Preparation for the Film

A. Preview the film and select objectives.

B. Choose basic vocabulary.

abused
accurate
ancestors
angle
appreciate
blows
caveman
civilization
craftsmen
crowbar
degrees
designed

B. Vocabulary (continued)

electricians
fittings
grinding
hardness
jaws
mechanics
nuts
pliers
reduces
rivet
shanks
skilled
snugly
strip
wedge
equipped
flatten
grip
invention
loop
misused
opposite
prevents
repair
ruin
shape
sky-scrapers
Stone Age
taper
event
flats
handy
jams
mechanical
notches
pinned
rachets
required
serious
shear
sledges
strain
terminal

C. Selected idioms and expressions

think backwards
claw hammer
screw slot
cutting edge
diagonal pliers
wrench measurements
weaker adjustable jaw
hinge off-set handle
useful tool
plated fixtures
slot length
insulated wire
for granted
open-end wrench
"half and half"
apply force
ball-peen hammer
driving force
square shank
right angle bend
combination pliers
swing space
pipe wrenches
"T" handle
peen end
eye of the head
well-ground screwdriver
round nose pliers
cotter pins
socket wrenches
bad practice
monkey wrench
face end
blade width
side-cutting pliers
rachet lever
slipping jaws
stationary jaw
box wrench
"knuckle saver"
Stone Age patterns
well-known
chew up
rachet handle
slip joint
universal joint
adjustable jaw

D. Things to watch for in the film

1. The safe use of tools

2. The operation of grinding a screwdriver face to reduce slippage

3. The habit of keeping moving parts oiled

IV. Motivation

A. Draw a poster of "Primitive Pete" holding a Stone Age tool and discuss the origin of tools.

B. Pretest selected tool vocabulary shown in film.

V. Followup

A. Suggested questions

1. Describe "Primitive Pete's" first hammer.

2. Explain why you should not use a hammer on a screwdriver.

3. Explain why the heavy duty screwdriver has a square shank.

4. How do you prevent rust from damaging tools?

5. Why should you not use a pipe with a wrench to remove tight nuts?

6. Explain the operation of a rachet.

B. Suggested activities

1. Show a series of transparencies focusing on tools discussed in the film; ask pupils to identify each and describe some of its uses.

2. Describe several manual operations that require tools and ask pupils to demonstrate said operation.

3. Prepare teacher-made slides contrasting correct and incorrect use of tools.

VI. Resource Materials

A. Suggested books (texts)

1. Feirer, John L. Woodworking for Industry. Peoria, Ill.: C. Bennett Co., Inc., 1963.

2. Ludwig, Oswald A. Metalwork. Bloomington, Ill.: McKnight and McKnight, 1962.

3. Miller, H.G. Woodwork Hand and Machine. Toronto: Macmillan Co. of Canada Limited, 1962.

4. Olson, Delmar. Industrial Arts for the General Shop. Englewood Cliffs, N.J.: Prentice-Hall, Inc.

5. Schafer, Carl J. Home Mechanics. Milwaukee: Bruce Pub. Co., 1961.

B. Suggested pamphlets

ABC'S of Hand Tools. General Motors Corp. Detroit, Michigan: 1945.

C. Charts

Stanley Tool Charts. Educational Dept., Stanley Tools, New Britain, Conn.: 1950.

D. Films

1. Furniture Craftsman, EB
2. The Piroque Maker, MTP

E. Filmstrips

1. Chisels for Woodworking, STC
2. Hand Saws for Woodworking, STC
3. Planes, STC
4. Safety in the Shop, MGH
5. Safety "Know-How in the Woodshop, (edited by Paul Van Winkle)
6. Woodworking Series, MGH
7. Woodworker's Tools, Visual Science

F. Transparencies

Hand Tools, Industrial Arts 21, #M Co.

THE ABC OF HAND TOOLS-PART II

A Captioned Film
for
Intermediate and Advanced Levels

By Arrangement with
Walt Disney Productions
and General Motors

Captioned Films for the Deaf
U.S. Office of Education
Washington, D.C.

Time: 20 minutes Color

I. Film Summary

This animated cartoon shows the correct use of hand tools such as chisels, planes, punches, braces, files, saws and a try square. "Primitive Pete" shows typical examples of tool misuse.

II. Purpose of the Film

A. To introduce and to show proper use of:

1. cold chisel
2. wood chisel
3. wood plane
4. punches
5. brace
6. file
7. rip saw
8. cross-cut saw

B. To show that safety is very important in the use of tools

III. Preparation for the Film

A. Preview the film and select objectives.

B. Select desired basic vocabulary.

- bits
- bolts
- boring
- brace
- chisel
- cleat
- coarse
- draw (to pull)
- drilling
- force
- forcing
- pins
- grinding
- ground
- heel
- incorrectly
- insert
- lengthwise
- lip (auger bit)
- loosening
- miracles
- parallel
- paring
- stroke
- pressure
- rack
- raps
- remove
- rivets
- slogan
- sloped
- splitting
- spurs
- stir
- storing
- tang

C. Selected idioms and expressions

- cold chisel
- hard steel
- rivet heads
- rough cuts
- sheet metal
- metalwork
- flying metal chips
- dull edge
- emery wheel
- cutting end
- wood chisel
- horizontal cut
- with the grain
- roughing cut
- bevel side
- center point
- wood planes
- block plane
- end grain
- jack plane
- uneven cutting edge
- bottom side up
- hand chisel
- eye level
- adjusting nut
- adjusting lever
- set below the surface
- nail heads
- with the grain
- starting punch
- pin punch
- center punch
- firm stroke
- line up
- screw point
- file teeth
- draw filing
- rip saw
- cross-cut saw
- stiff wire brush
- 45° angle
- 60° angle
- back stroke
- index finger
- adjustable frame backsaw
- angle iron
- teeth per inch
- the measure of man is pressure
- low angle
- try square

D. Things to watch for in the film

1. Safe use of tools

2. How to determine which hacksaw blade to use for a specific job

3. Proper storage of tools: "A place for everything, everything in its place"

IV. Motivation

A. Draw a poster of "Primitive Pete" holding a stone age tool, and discuss the origin of tools.

B. Pre-test selected tool vocabulary shown in film.

V. Followup

A. Suggested questions

1. List three punches mentioned in the film.
2. Why must the metal burrs be ground off the end of a chisel?
3. In which direction should the chisel's bevel point when paring wood?
4. Why do we drill from both sides of a board to make a hole?
5. How do we clean a file?
6. Why do we hold our index finger along the handle of a cross-cut saw?

B. Suggested activities

1. Show a series of transparencies focusing on tools discussed in the film; ask pupils to identify each and describe some of its uses.
2. Have students demonstrate to the class the following operations:
    a. grinding a chisel
    b. rough cutting with a wood chisel
    c. boring a hole with brace and bit, etc.
3. Prepare teacher-made slides contrasting correct and incorrect use of tools.

VI. Resource Materials

See Resource Materials at conclusion of The ABC of Hand Tools-Part I

ALUMINUM WORKERS

A Captioned Film
for
Intermediate and Advanced Levels

By Arrangement with
AFL-CIO

Captioned Films for the Deaf
U.S. Office of Education
Washington, D.C.

Time: 14 minutes Black and White

I. Film Summary

The operations of changing alumina (oxide) into sheets of useable aluminum is shown. Operations such as the removing of oxygen from alumina, pouring of aluminum ingots, and rolling of aluminum sheets are depicted.

II. Purpose of the Film

A. To show how alumina is transformed into aluminum through the Hall-Heroult process

B. To show how aluminum ingots are formed into sheets

C. To illustrate the skills of the men working in aluminum production

D. To show something of the cost of producing aluminum

III. Preparation for the Film

A. Background information

Jamaica is the leading country for the mining of bauxite, the raw material from which aluminum comes. The U.S. is the leading manufacturer of aluminum. Through the use of lime, soda ash and water, bauxite is turned into alumina, a white powder. We obtain the raw aluminum through the use of the Hall-Heroult process, which uses electric current to separate aluminum from other impurities.

B. Preview the film and select objectives.

C. Gather visual aids, such as:

1. articles made of aluminum

2. pictures of aluminum production

3. pictures of various aluminum products

D. Select vocabulary.

Nouns
aluminum
trades
water towers
alumina
impurities
potroom
holding furnace
operator
citters
quality control
rolling mill
earth's crust
samples
utensils
alloy
furnaces
scrap metal
potman
asbestos spots
ingots
crucible
modern equipment
metal industry
coils
metal
equipment
oxide
refinery
electric power
melting furnace
casting room
tube
(mineral) compounds
oil
tube

Verbs
report
dissolves
overheating
heated and rolled
melted
reverse
magnetized
siphoned
produce
wasted
flash by

Adjectives
abundant
molten (aluminum)
fire-bricked
modern
light and strong
water-mixed
building (trade)
smooth
thinner and brighter

E. Selected idioms and expressions

more useful
as cheap as ______
chips of metal
right temperature
easy to handle
useful things
believe in and use
better products
almost pure
pay close attention to

IV. Motivation

A. Construct a bulletin board depicting aluminum products.

B. Take two pieces of metal, the same size and shape, one being aluminum and the other steel. Paint these black. Ask students to describe the difference between them.

V. Followup

A. Suggested questions

1. What is the raw material from which we obtain alumina?
2. What source of power do we use to obtain aluminum from alumina?
3. What are ingots?
4. What process is used to change the form of the aluminum ingots?
5. What lubricant is used when aluminum is rolled?

B. Discussion questions

1. Why do we use for the construction of airplanes?
2. Why is aluminum used in the construction of automobile trim and house exteriors?
3. How many aluminum products can you list?

C. Suggested activities

1. Put a piece of raw steel and raw aluminum in separate beakers of water. Leave them for three days, and then remove them. Observe any oxidation (steel should oxidize).
2. Go to the school parking lot and look at a car. Have students list parts made of aluminum.

D. Suggested activities for vocational teachers

1. Have students try to raise a small dish from a three-inch circle of aluminum. Next, have students raise a small dish from a three-inch piece of sheet metal.
2. Have students work harden a piece of aluminum then have students anneal this.

VI. Resource Materials

A. Films

1. A Product of Imagination, AF
2. New Horizons in Aluminum Brazing, AF
3. Welding Advances with Aluminum, AF

B. Filmstrips

1. Aluminum, SP
2. Four Metallic Elements, FH
3. How We Get Our Aluminum, KP

C. Books

1. Anderson, Robert. Aluminum. Cleveland: Sherwood Press, 1931.
2. Colby, Carroll B. Aluminum. N. Y.: Coward-McCann, 1958.
3. Cowles, Alfred. The True Story of Aluminum. Chicago: H. Regnery Co., 1958.
4. Perry, Josephine. The Light Metal Industry. N. Y.: Longmams, Green and Co., 1947.

AMERICA THE BOUNTIFUL

A Captioned Film
for
Intermediate and Advanced Levels

By Arrangement with
Jam Hardy Pictures
(Campbell Soup Co.)

Captioned Films for the Deaf
U.S. Office of Education
Washington, D.C.

Time: 16 minutes Color

I. Film Summary

The viewer will be delighted with this overview of the history of American Foods. Through the miracle of good living typically, foreign foods have been Americanized in order that all members of this "melting pot" may enjoy life in all its faceted splendor. Through the use of animation, sound effects, color contrasts, and music, the history of our gourmet delights is beautifully portrayed.

II. Purpose of the Film

A. To introduce students to the history of American foods

B. To appreciate the gustatory sense of some famous Americans

C. To inspire students with an appreciation of culinary skills

D. To contrast present and past culinary arts

III. Preparation for the Film

A. Preview the film and select objectives.

B. Vocabulary

Nouns

- varieties
- recipes
- New England
- pork and beans
- bean soup
- sweet potatoes
- pioneers
- Creole
- sauce
- beef broth
- chili beans
- forerunner
- history
- Indians
- Yankees
- heroes
- liberty
- black-eyed peas
- picnic
- gumbo
- apple pandowdy
- restorative
- chili con carne
- barbecue
- cooks
- fish chowder
- seasonings
- Valley Forge
- Virginia ham
- Southerners
- restaurant
- seafoods
- dessert
- consomme
- tomato stew

Verbs

- agree
- felt
- blessed
- invent
- improve
- influence

Adjectives

- suffering
- favored
- hearty
- full-fledged
- fine

Adverbs

- fully
- probably
- obviously

C. Selected idioms and expressions

- different things to different people
- no doubt
- the good things of life
- "gourmet of the White House"

IV. Motivation

A. Have students collect pictures of their favorite dishes. Ask if they know the history of these foods.

B. Make a list of some of the foods shown in film. Have students guess the origin of these foods.

C. Where did such things as seasoning and soup originate?

V. Followup

A. Compare students previously prepared list of food origins with origins shown in film.

B. Have students plan various meals, e.g., Creole, Mexican, Indian, etc.

C. Plan a gourmet meal for some festive school occasion.

D. Trace the history of various sauces, gravy, salad and dessert.

VI. Resource Materials

A. Films

1. Eat for Health, EBF
2. Four Food Groups, AV
3. Where Does Our Food Come From? CFD

B. Filmstrips

1. Food, EBF,Series No. 8420
2. Food and People, EBF
3. How We Get Our Foods, EBF

C. Books

1. Agree, Rose H. How To Eat a Poem and Other Morsels. N.Y.: Pantheon Books, 1967. 87 pp.
2. Ames, Gerald and Wyler, Rose. Food and Life. N.Y.: Creative Education Society, 1966.
3. Best, Allena. Eating and Cooking Around the World, Fingers Before Forks. N.Y.: John Day Co., 1963. 96 pp.
4. Hammond, Winifred G. Plants, Food and People. N.Y.: Coward-McCann, 1964. 160 pp.
5. Kavaler, Lucy. The Wonders of Algae. N.Y.: John Day, 1961. 96 pp.
6. Sebrell, William H. Food and Nutrition. N.Y.: Time Inc., 1967. 200 pp.

BEGINNING TO DATE

A Captioned Film
for
Upper Intermediate and Advanced Levels

By Arrangement with
Encyclopaedia Britannica Films

Captioned Films for the Deaf
U.S. Office of Education
Washington, D.C.

Time: 14 minutes Color, SYNCAP

I. Film Summary

Although the styles in this movie are quite out-of-date, this film shows the correct procedures a boy and girl should follow when dating.

II. Purpose of the Film

A. To show how a boy should and should not ask a girl for a date

B. To show how a girl should accept a date

C. To show the correct way to:

  1. answer the door bell

  2. greet someone

  3. introduce parents and

  4. carry on conversation

D. To show that proper planning is needed prior to the date

E. To show that proper etiquette on a date includes thinking about someone else's feelings

F. To give the students the idea that most boys find it difficult to ask a girl for a date, expecially the first time

G. To show the socially acceptable behavior during and after a date

III. Preparation for the Film

A. Preview the film and select objectives.

B. Gather visual aids such as a dance poster put up prior to a school dance and a teacher-made transparency showing the do's and don't's of dating.

C. Vocabulary

Nouns
club
manners
partner
politeness
compliment
hair dressers
date
wonders
etiquette
frolic
courage
rule
conversation
assembly
poster
committee

Adjectives
teen
well-groomed
frightening
easy
successful
party
honest
date
boring
alone

Verbs
dive
embarass
relax
scare
introduce
enjoy
date (past tense and the participle)
get

Adverbs
responsible
correctly
lively
awhile

D. Selected idioms and expressions

things are happening
looking forward to
to talk about
What's the trouble?
a floor show
ahead of time
Gosh!
think about things

IV. Motivation

Correlate use of film with some school activity where boys and girls have the opportunity to date.

V. Followup

A. Suggested questions

1. Why is it improper to tease others about their dates?

2. Why should you suggest to girls what you will do on a date?

3. Why is it wrong to accept a date, and break it to go out with another boy or girl?

4. Why is it good to plan what you will do on a date?

B. Suggested activities

1. Review transparencies, Developing Dating Criteria, 3M Visucom.

2. Have boys and girls dramatize the acceptable procedure in asking for and accepting a date.

3. Have a panel discussion. Topic: How I would like to be treated on a date.

VI. Resource Materials

A. Films

1. Beginning Responsibility, Being on Time, COR

2. Habit Patterns, MGH

3. High School Prom, COR

4. How To Be Well Groomed, COR

5. Responsibility, MGH

6. The Other Fellow's Feelings, MGH

7. The Show-Off, MGH

B. Filmstrips

1. Date Behavior, SVE

2. Do's and Don't's in Good Manners, EG

3. Getting a Date, SVE

4. Growing Up, EG

5. What To Do on a Date, SVE

6. Why Have Manners, EG

C. Prepared Transparencies

1. Developing Dating Criteria, 3M Visucom

D. Suggested reading

1. Books

a. Corner, George, M.D. Attaining Manhood. N. Y.: Doubleday and Co., 1952.

b. Corner, George, M.D. Attaining Womenhood. N. Y.: Doubleday and Co., 1952.

c. DuJardin, Rosamond. Double Date. Lippincott, 1952.

d. DuVal, Dvelyn M. and Johnson, Joy. The Art of Dating. Association Press, 1958.

e. Haskell, Arnold Lionel. The Wonderful World of Dance. Garden City Books, 1960.

f. Lerrigo, Marion O. and Southard, Helen. What's Happening to Me. N. Y.: E. P. Dutton and Co., 1955.

BREATHING

A Captioned Film
for
Intermediate and Advanced Levels

By Arrangement with
Junior Science Films

Captioned Films for the Deaf
U.S. Office of Education
Washington, D.C.

Time: 28 minutes Black and White

I. Film Summary

The respiratory process and the parts of the human body, necessary for respiration, are clearly portrayed in this film. Further scientific tests, such as those for the presence of oxygen and carbon dioxide, the comparison between the rate of burning in oxygen and carbon dioxide, the average breathing rate per minute both at rest and after exercise, and the process of dissolving and absorbing oxygen and carbon dioxide into the blood, are further incentives for the use of this film in a science class.

II. Purpose of the Film

A. To illustrate the process of breathing

B. To show the inhalation and exhalation of air through the lungs

C. To show the expansion and contraction of air

D. To show the procedures for testing the pressure of oxygen and carbon dioxide

E. To test the average breathing rate per minute

F. To illustrate the process of dissolving and absorption of oxygen and carbon dioxide into the blood stream

III. Preparation for the Film

A. Preview the film and select objectives.

B. Vocabulary

Nouns
model man
refrigerator
ribs
chest cavity
sternum
feather
quart
experiment
gases
moisture
butcher
pairs
windpipe
diaphragm
fluid
cartilage
carbon dioxide
gallon
oxygen
bubbles
cell wall
passages
lungs
bronchial tubes
gallon bottle
faucet
muscles
pint
tape
lime water
pop (soda)
capillaries
tubes

Verbs
pour
take apart
expand
breathe
measure
split
need
examine
increase
exhale
expire
understand
learn
explain
stretch
exercise
dissolve

Participles
breathing
freezing
resting
puffing

Adjectives
average
moist
milky
sharp
interesting
automatic

C. Selected idioms and expressions

almost the same
bumps and balls
get into the blood
dissolves and enters the blood
lower the pressure
puffing and panting
mixes with moisture
rate of breathing
quietly and naturally
prove it with an experiment

D. Gather materials necessary to perform experiments shown in film.

IV. Motivation

A. Obtain a pair of animal lungs from a butcher. Display them as children enter the room. Question students as to what part of the body they are.

B. Illustrate the function of the lungs using the bottle and balloons as shown in film.

C. Question students as to contents of the air which they inhale and exhale. Have them blow into lime water, notice the change, and then question the cause of change.

D. Question students as to possible capacity of human lungs.

V. Followup

A. Perform experiments as shown in film.

B. Have students test each other's breathing rate both at rest and after exercise.

C. Have students report on the effects of smoking.

D. Make a list of various diseases of the lungs and other parts of the respiratory system.

VI. Resource Materials

A. Films

1. Human Body: Respiratory System, COR
2. Matter of Time, ILI
3. No Smoking, SD
4. Smoking and You, COFI

B. Filmstrip

Human Respiration, Introductory Physiology Series, MGH

C. Books

1. Cavanna, Betty. A Breath of Fresh Air. N.Y.: Morrow, 1966. 223 pp.
2. Weart, Edith L. The Story of Your Respiratory System. N.Y.: Coward-McCann, 1964. 62 pp.
3. Wilson, Mitchell A. The Human Body: What It is and How It Works. N.Y.: Golden Press, 1959. 140 pp.

DENSITY

A Captioned Film
for
Intermediate Level

By Arrangement with
Junior Science Films

Time: 11 minutes

Black and White, SYNCAP

I. Film Summary

This film vividly portrays the scientific principle of the density of a liquid. Experiments are used to indicate: (1) that different materials have different densities, (2) that certain things can change the density of other materials, and (3) that specific gravity is the density of a liquid compared with the density of water.

II. Purpose of the Film

A. To explain the meaning of the word density

B. To explain the principle of hydrometer

C. To show that two liquids of equal content will weigh differently

D. To show that the density of a liquid can be changed

III. Preparation for the Film

A. Preview the film and select objectives.

B. Vocabulary

Nouns
steel ball
object
liquid
experiment
surface
instrument
battery
specific gravity
attendant
salt
waterline
scale

Nouns (continued)

hydrometer
molecule
material
densities
wire
salad oil
solid
carbon tetrachloride
vial
sulfuric acid
mercury
cork
neck (of a bulb)

Verbs

welcome
measure
change
float
weigh
wind (a clock)
test
pour

Adjective

weighted

C. Selected idioms and expressions

block of wood
less than
more closely together
becomes more dense
mark it at . . .
oil is less dense than water
seems to float
like to know how
more than
change the density
something else about
compare with
steel is less dense than mercury

D. Gather materials for experiments shown in film.

IV. Motivation

A. Arouse student interest by utilizing the experiment portrayed in film e.g., floating a steel ball on milk.

B. Mount captioned pictures illustrating the principle of density.

V. Followup

A. Encourage students to develop their own experiments to illustrate the principle of density.

B. Perform the more advanced experiments depicted in films.

C. Have students write a paragraph explaining the principle of density. Use opaque projector to compare students' work.

D. Plan a science fair which will include projects on density.

VI. Resource Materials

A. Films

1. Chemical Changes All about Us, COR
2. Come to the Fair, RCSS
3. Forces, EBF
4. Things Dissolve, MGH
5. Water and What It Does, CFD
6. Waves on Water, EBF
7. Wonders of Chemistry, MGH

B. Filmstrips

1. First Experiments with Air Series, JH
    a. Air Is Everywhere
    b. Air Is Real
    c. Air Helps Things To Float
    d. Air Pushes Against Things
2. The Physical Characteristics of Air (Grades 7-9), JH
3. Science Experiment, SVE, 436-2
4. Some Things Dissolve, MGH
5. Understanding Chemical Change, MGH
6. What Is Air Pressure? (Grades 7-9), JH

C. Books

1. Beauchamp, Blough, Marshall, Bailey. Science in Discovery. Chicago: Scott, Foresman & Co., 1964.
2. Kadesch, Robert R. The Crazy Cantilever and Other Science Experiments. N. Y.: Harper, 1961. 175 pp.
3. Larrick, Nancy. See for Yourself. N. Y.: Aladdin Books, 1952. 47 pp.

4. Milgrom, Harry. *Adventures with a Plastic Bag*. N. Y.: Dutton, 1967. 32 pp.

5. Stepp, Ann. *Setting Up a Science Project*. Englewood Cliffs, N. J.: Prentice-Hall, 1966. 56 pp.

6. Swezey, Kenneth M. *Science Shows You How*. N. Y.: McGraw-Hill, 1964. 96 pp.

7. The International Pictorial Treasury of Knowledge. *Science and Discovery*. Englewood Cliffs, N. J.: International Graphic Society, 1960.

ERRORS IN MEASUREMENT

A Captioned Film
for
Advanced Level

By Arrangement with
Modern Learning Aids

Captioned Films for the Deaf
U.S. Office of Education
Washington, D.C.

Time: 29 minutes Black and White

I. Film Summary

This film contrasts the effects of the use of accurate as well as inaccurate tools for measurement. By allowing a student to measure distance, time, and weight with poor tools, the teacher demonstrates that the results of the experiment are devastating. Success crowns the efforts when the same experiments are performed with accurate tools.

II. Purpose of the Film

A. To illustrate the effect of the use of inaccurate measuring devices

B. To demonstrate the difference between everyday working tools, precision-made instruments, and the instruments used by the U.S. Bureau of Standards

C. To show how distance, time, and weight are measured

III. Preparation for the Film

A. Preview film and select objectives.

B. Gather materials shown in film to be used for simple experiments.

C. Vocabulary

Nouns

radio
satellite
effort
spaceship
tools
flight test
length
width
height
volume
scale
time
device
orbit
pointer
inch
anti-aircraft gunners
atmosphere
sighting device
skies
three-quarter mark
angle
bulletin board
surveyor
error
weight
fuel
trouble
materials
grams
ground test
milligram
problem
airplane
accuracy
outer space
handle
threads
clamp
surprises
trick
navigator
pilot
seconds
control panel
button
take-off
flight
miles
timer
million
signals
count down

Verbs

pretend
leave
switch
decide
added
multiply
fix

Adjectives

special
heavy
large
wide
accurate
wrong
insured
real
clear
important
worse

Participles

measuring
keeping
aiming

Adverbs

almost
afterwards
automatically

D. Selected idioms and expressions

good enough
congratulations
line it up
get into position
back and forth
keeps us in touch
check you out
screen door spring
one error in 200,000,000
fix it so that it . . .

IV. Motivation

Ask the following questions.

A. How do scientists know where a spaceship will land?

B. When you measure a 12 inch line, how do you know it's a 12 inch line?

C. How can you be sure you weigh exactly ___ lbs.?

V. Followup

A. Have students construct mockup of the moonshot illustrated in film.

B. Show variations in weight through the use of small items, e.g. Erector Set.

C. Compare the weights of the children on both a bathroom scale and a medical scale.

VI. Resource Materials

A. Films

1. How To Measure Time, EBF
2. Jet Propulsion, CFD
3. Laws of Motion, CFD
4. Machines Do Work, CFD
5. Rocketship X-M, CFD
6. Rockets, How They Work, CFD
7. Time Is, Contemp.

B. Filmstrips

1. Machines, SVE
2. Newton's Laws of Motion, SVE
3. Simple Machines, SVE
4. Space Travel, SVE

C. Supplementary reading

1. Bradley, Duane and Lord, Eugene. Here's How It Works. Philadelphia: Lippincott, 1962. 157 pp.
2. Moore, William. Here Is Your Hobby: Science Equipment. N. Y.: Putnam, 1962. 127 pp.

3. Mulgrom, Harry. Further Explorations in Science, a Second Book of Basic Experiments. N. Y.: Dutton, 1963. 124 pp.

4. Notkin, Jerome J. and Gulkin, S. The How and Why Wonder Book of Machines. Grosset and Dunlop, Inc., 1960. 52 pp.

5. Wyler, Rose and Baird, Eva-Lee. Science Teasers. N. Y.: Harper and Row, 1966. 106 pp.

THE FIRST FLIGHT OF THE WRIGHT BROTHERS

A Captioned Film
for
Intermediate and Advanced Levels

By Arrangement with
Young America Films

Captioned Films for the Deaf
U.S. Office of Education
Washington, D.C.

Time: 27 minutes   Black and White

I. Film Summary

The success of the Wright Brothers is dramatically depicted through a series of flashback interviews with both the proponents and opponents of "the flying machine." The narrator using the present tense returns in time, to December 17, 1903, the day Orville and Wilbur Wright completed their first successful flight at Kitty Hawk, North Carolina.

II. Purpose of the Film

A. To show the first successful flight of an airplane

B. To create an appreciation of the difficulties involved in developing heavier-than-air machines

C. To indicate that perseverance overcomes all difficulties

D. To disperse the fallacy that only men of science can be productive

III. Preparation for the Film

A. Preview the film and select objectives.

B. Vocabulary

Nouns

flight
failures
mainland
Weather Bureau
motor
problem
astronomer
expert
dreamers
accident
scientist
drawing
religion
fondness
patent
machine
daredevil
genius
practice
wing shapes
lateral control
physics
Smithsonian Institute
flying machine
hamlet
experiments
gusts
gravity
bolometer
facts
mechanics
aerodrome
mechanic
investigation
fins
interest
universe
telegram
poets
ocean (of air)
surfaces and angles
propeller shapes
encouragement
air age
congressman
shed
life-saving station
glider
kite
houseboat
device
idiots
museum
plane
model
parlor
fools
principle
newspaper editor
mathematician
myth (legend)
track
rudder controls
rounded edges
honors

Verbs

operate
fail
criticize
continue
resent
create
shock
install
control
discuss
built
return
ridicule
approve
crashed
practice
investigate
glide
explain
understand
judge
challenge

Participles

reporting
launching
flipping

Adjectives

man-carried
man-carrying (kite)
rude
practical
less dangerous
spiritual (material)
authorized
experienced
serious
amused
practical
reasonable
experimental
impossible
complicated
fascinated
ignorant
shifting (winds)

Preposition against

C. Selected idioms and expressions

turned people
solve the problem
sensitive to criticism
defy the laws of nature
blow an average of _____miles an hour
commercial and military use
report the facts
open their souls

C. Selected idioms and expressions (continued)

sure of success
ideas were refined
it takes courage
shift their weight
over the years
dream will come true
prove your point
share this world
change the angle

IV. Motivation

A. Encourage students who have flown to describe plane to the class.

B. Question students as to the history of air travel. Were planes always as they are today? Who initiated air flight? What difficulties were present?

C. Display model airplanes which depict the history of aviation.

D. Have students research the scientific principles involved in building heavier-than-air craft.

E. Show filmstrip Faster Airplanes are Planned, CFD Series 3.

V. Followup

A. Have students demonstrate and describe the construction of their own model airplanes. Include the time in history their plane was used.

B. Discuss the value of air travel over other forms of transportation.

C. Make a list of the parts of a plane. Describe the use of each part.

D. Visit, if possible, a local airport. Write report of visit.

E. Compose a science fiction story related to the future of air travel.

VI. Resource Materials

A. Films

1. Aviation: They Were First, Pathe
2. The Day Man Flew, Image
3. Dream of Flight, Craven
4. Icarus and Daedalus, Sterling

B. Filmstrips

1. Amelia Earhart, EG

2. Flying's for Everyone, UAC

C. Books

1. Bishop, Richard W. From Kite to Kitty Hawk. N. Y.: Crowell, 1958. 211 pp.

2. McFarland, Kenton D. Airplanes, How They Work. N. Y.: Putnam, 1966. 95 pp.

3. Pollinger, Gerald John. Strange but They Flew. N. Y.: Putnam, 1967. 71 pp.

4. Reynolds, Quentin James. The Wright Brothers, Pioneers of American Aviation. N. Y.: Random House, 1950. 183 pp.

5. Schnittkind, Henry T. The Wright Brothers. N. Y.: Putnam, 1960. 126 pp.

6. Victor, Edward. Planes and Rockets. Chicago: Follett, 1965. 30 pp.

FROM GENERATION TO GENERATION

A Captioned Film
for
Intermediate and Advanced Levels
and Adult Education

By Arrangement with
Cullen Associates

Captioned Films for the Deaf
U.S. Office of Education
Washington, D.C.

Time: 28 minutes Color, SYNCAP

I. Film Summary

Through the use of excellent animated art work and photography, this film depicts how human life is created. Analogies are made between the development of life and the seasons of the year. Through the use of color and a carefully chosen vocabulary, the concept that just as trees create new life in spring, man, through his love, creates new life too, is developed. This concept of life, being created through love, is stressed throughout.

The quality and content of this film are such that it would easily lend itself to use in adult education.

II. Purpose of the Film

A. To show that just as nature has time sequences of growth to follow, so has man

B. To show that all reproduction, including man, is an integral part of nature

C. To show that human reproduction is a process of love; it "begins with love, and ends in the birth of a child"

D. To show the processes of ovulation, menstruation, and birth

E. To illustrate female reproductive organs

F. To show the process of fertilization

G. To show the development of the fetus

H. To show the process of child birth

III. Preparation for the Film

A. Preview the film and select objectives.

B. Gather visual aids.

Transparencies showing reproductive organs (3M Co.)

C. Select desired vocabulary.

Nouns

generation
lining
sperm
nucleus
forms
human race
newborn
cell
pelvis
uterus
tubes
oviducts
ovum
menstruation
brains
beart beat
chloronic sac
blood vessels
embryo
arteries
oxygen
protein
rhythm
ligaments
cervix
childbirth

pattern
seasons
pinpoint
spermatozoon
chromosomes
human life
microscope
ancestors
cell cluster
stalk
ovulation
cell of life
secret
grove
sensations
knowledge
muscles
yolk sac
villi
fetus
water
amniotic fluid
labor
original size
relaxation
birth canal

cycle
liquid
shapes
messages
visible
law of nature
genes
cavities
mesoderm
umbilical cord
ducts
ovary
follicle
column
nerve cells
amniotic sac
circulation system
placenta
growth
veins
mineral
shock absorber
contractions
coordination
second stage

Verbs

decide
creating
fertilizes

break open
enriched
mix

nourish
contains
unite

Verbs (continued)

goes back from
closes over
encircles
pass through
can move
push down
turns

dissolve
protects
depends
protects
expands
comes out

nestles
receive
grow
purifies
comes nearer
escape

Adjectives

single
surrounding
rapid

various
clear
slow

male (cell)
delicate
subtle

Adverb

clockwise

counterclockwise

lengthwise

D. Selected idioms and expressions

begins in love
settles against
helps to grow
ready to be born
begin at the top
outside her body
day follows night
time goes by

ends with the birth of a child
bear fruit
supply of blood
as natural as breathing
all her strength
no longer necessary
earth turns

E. Things to watch for in the film

1. Human life begins in love.

2. All human life begins in the uterus.

3. Two cells unite to begin the pattern of new life.

4. Life is made up of cycles and is compared to the seasons.

5. In the film, the woman becomes pregnant in the spring of the year and gives birth in the winter.

6. Just as plants need sun to grow, the embryo depends on the mother's body to grow.

7. The blood of the mother and child do not mix; their circulation systems are separate.

8. The film shows how, in 6 months, a baby moves its arms and legs, and the mother and father can feel this.

9. The mother feels regular contractions; this is called labor. Labor is a very natural thing, as natural as breathing.

10. Periods of relaxation are shown as starry periods in the film.

11. The mother needs all of her strength for childbirth.

IV. Motivation

A. Show filmstrips (available through McGraw-Hill) on

1. Female reproductive system
2. Menstrual cycle
3. Fertilization
4. Development in pregnancy
5. Labor and birth

B. Review basic vocabulary.

V. Followup

A. Suggested questions

1. Where does life begin?
2. What two cells must unite for life to begin?
3. Where do women produce the egg cell?
4. How often do women produce an egg cell?
5. Where must the male cell meet the female cell for conception to take place?
6. What do genes determine?
7. Where are the genes found?
8. As the fetus develops, the stalk becomes the ____________.
9. What services does the placenta provide for the fetus?
10. What two services does the amniotic fluid provide during pregnancy?

11. What do the muscles in the uterus do during the process of labor?
12. How does a baby generally emerge from the birth canal?

B. Suggested activities

1. Provide students with a teacher-made worksheet, which illustrates the anatomy of a woman, for them to fill out while watching the film.
2. Review filmstrip series on human reproduction, going into more detail.
3. Have students chart reproduction process of plants and animals.

VI. Resource Materials

A. Films

1. Biography of the Unborn, EBF
2. Boy to Man, CFD
3. DNA: Molecules of Heredity, EBF
4. Gene Action, #2138, EBF
5. Girl to Woman, CFD
6. Growing Up, MGH
7. Heredity, EBF
8. Heredity and Prenatal Development, MGH
9. Human Growth, CFD
10. Human Reproduction, MGH
11. Laws of Heredity, #2073, EBF
12. Meiosis: Sex Cell Formation, EBF
13. Reproduction Among Mammals, EBF

B. Filmstrips

1. Heredity, EBF
2. Human Reproduction, EG
3. Human Reproduction, #6082 MX, MGH

4. Reproduction in Flowers, EG

5. Reproduction System, #6866, MGH

C. Books

1. Bauer, W. W. Moving into Manhood. N. Y.: Doubleday and Co., Inc., 1963. 105 pp.

2. Bauer, W.; Jenkins, G.; Schacter, H.; et al. Growing and Changing. Chicago: Scott Foresman, 1963.

3. Beck, Lester F. Human Growth: The Story of How Life Begins. Harcourt Brace, 1949.

4. Cain, Arthur H. Young People and Sex. N. Y.: John Day Co., 1967. 127 pp.

5. Johnson, Eric W. Love and Sex in Plain Language. N. Y.: J. B. Lippincott Co., 1967. 67 pp.

6. Lerrigo, Marion O. What's Happening to Me. N. Y.: E. P. Dutton and Co., 1955. 43 pp.

7. Ravielli, Anthony. Wonders of the Human Body. Viking Press, 1954.

8. Schneider, H. and Schneider, N. How Your Body Works. William R. Scott Inc., 1956.

FURNITURE WORKERS

A Captioned Film
for
Intermediate and Advanced Levels

By Arrangement with
AFL-CIO

Captioned Films for the Deaf
U.S. Office of Education
Washington, D.C.

Time: 13 minutes Black and White

I. Film Summary

This film shows the process of furniture manufacturing, from the raw material stage to the finished product. It excellently portrays the skills needed to build furniture. It points up the ever-present need for craftsmen to continue the skill of hand-carving furniture.

II. Purpose of the Film

A. To show the basic processes involved in furniture manufacture

B. To show the machine ornamentation of furniture

C. To portray the different styles of periodic furniture

D. To appreciate the skill of the craftsmen who hand tool and finish furniture

E. To encourage students to consider furniture making as a future career

III. Preparation for the Film

A. Preview the film and select objectives.

B. Vocabulary

Nouns
craftsmen
cabinet maker
ripping machine
legs
design
trademark
Chippendale chair
planing machine
Brazil
Colonial days
inlay
skill
heating machine
spindles
skills
Sheratin styles
Cabriole leg
rosettes
Central America
Thomas Chippendale
sideboard
hardwood
machine lathe
finish
fluting
Queen Ann furniture
hardwoods
scollap shell
ambassies

Verbs
continues
welded
rubbed
change
sanded
import
antiqued

Adjectives
mahogany
four poster
hand carved
careful
canopied
important

Participles
dove-tailing
high lighting

Adverb
carefully

C. Selected idioms and expressions

talented hands
village smith
proud of their skills
shape of a leaf
uniform thickness
grace of a chair
making copies of
dragon claw holding a pearl
works of beauty

IV. Motivation

A. Question students about the history of the manufacture of an important piece of school furniture.

B. If possible, visit a museum or furniture store which displays periodic furniture.

C. To arouse students' curiosity, mount such terms as Chippendale, Queen Ann, Cabriole, Sheraton, etc.

V. Followup

A. Have students research the different types of furniture.

B. Have students carve small pieces of furniture for a model display.

C. Visit a furniture store and list the types and prices of periodic pieces.

D. If possible, attend a furniture auction sale to note the value of different types of furniture.

VI. Resource Materials

A. Films

1. A Film on Unicom, NFPA
2. Boring Tools for Woodworking, STC
3. Chisels for Woodworking, STC
4. Delta Shop, AF
5. Furniture Craftsman, EBF
6. Precision Wood Machining, Operations on Joiner, USOE

B. Filmstrips

1. Machines in Our Industrial Life, MGH
2. Measuring, Testing and Making Tools for Woodworking, STC

C. Books

1. Cramlet, Ross C. Woodwork Visualized. Milwaukee, Wisconsin: The Bruce Publishing Co., 1967.
2. Feirer, John L. Advanced Workwork and Furniture Making. Peoria, Ill.: Charles A. Bennett, Inc., 1963.
3. Gromeman, Chris H. and Glazener, Everett R. Technical Woodworking. N.Y.: McGraw Hill Book Co., 1966.
4. Smith, Robert E. Machine Woodworking. Bloomington, Ill.: McKnight and McKnight, 1951.

THE GREAT WHITE TRACKWAY

A Captioned Film
for
Intermediate and Advanced Levels

By Arrangement with
Wilding Picture Production, Inc.

Captioned Films for the Deaf
U.S. Office of Education
Washington, D.C.

Time: 26 1/2 minutes Color

I. Film Summary

This is a public relations film from the Hammermill Paper Company on the making of paper, and it shows the importance of paper in business and communication today. It is highlighted by scenes and descriptions of the various processes involved: the transporting of the logs to the factory, the preparation of the pulp, the pressing of the paper, the final treatment and trimming, and the packaging of the finish product.

II. Purpose of the Film

A. To show how business and communication depend upon paper

B. To show how paper is made

C. To show how large the paper industry is

III. Preparation for the Film

A. Preview the film and select objectives.

B. Collect various kinds of paper, e.g., newsprint, bond, onion skin, parchment, cover stock, book paper, etc.

C. Vocabulary

arteries
records (v.)
tubes
pulp
thinned
craftsmen
filtered
sulfur
limestone
pulpwood
production
laboratory
gadget
sample
slots
diaphragm
uniform (adj.)
reel

D. Selected idioms and expressions

tracks of business
natural resources
paper making
calcium hypochloride
cooking liquor
paper industry
caustic soda
living link of business
chlorine solution
web of fibers

IV. Motivation

A. Display several kinds of paper, e.g., newsprint, bond, onion skin, parchment, cover stock, book paper, etc., and point out the differences.

B. Make a bulletin board display, showing different stages in the making of paper.

V. Followup

A. Have pupils describe the procedures involved in the making of paper and draw pictures to illustrate these procedures, if possible. Each pupil's work could be incorporated into his own book on paper making.

B. In business classes, have pupils list the types of paper used in business and tell how each is used.

C. Have pupils make reports, graphs, and charts describing various aspects of paper making and related subjects, e.g., history of paper, materials used in paper making, processes involved, kinds of paper made and their uses, leading paper making countries and states, other industries involved in paper making, etc.

VI. Resource Materials

A. Films

1. Paper in the Making, International Paper Company, New York City
2. Paper and Pulp Making, COR
3. Paper, EBF

B. Filmstrip

How We Get Our Paper, American Paper and Pulp Association, New York City

C. Books

1. Cooke, David C. How Paper Is Made. N. Y.: Dodd, 1959. 64 pp.
2. Fisher, Leonard Everett. The Papermakers. N. Y.: F. Watts, 1965. 46 pp.
3. Meyer, Jerome S. Paper. Cleveland, Ohio: World Publishers, 1960. 91 pp.

HOW PLANTS HELP US

A Captioned Film
for
Intermediate Level

By Arrangement with
Young America Films (McGraw-Hill)

Captioned Films for the Deaf
U.S. Office of Education
Washington, D.C.

Time: 14 minutes | Color, SYNCAP

I. Film Summary

Plants are virtually indispensable to man's life. The film shows plant processes such as seed planting, plant growth, food production, and food storage within the plant. The numerous ways plants help man are clearly depicted in this film.

II. Purpose of the Film

A. To show how seeds are planted

B. To show what they need for growth

C. To introduce the process of photosynthesis

D. To show where different plants store their food

E. To show that although some animals and fish give us meat, they themselves require green plants in order to survive

F. To show products and services which plants provide us with

III. Preparation for the Film

A. Preview the film and select objectives.

B. Gather visual aids.

1. Bean Sprouts (8 mm single concept film - plant growth)
2. Flannel board materials
3. Package of bean seeds, pots, and soil
4. Various plant products - illustrations or actual objects

C. Select desired vocabulary.

Nouns

sponges
corn meal
H_2O (water)
leaves
lumber
shelter
paper mill
laboratory
drugs
forest
syrup
decay
air
plant food
roots
CO_2 (carbon dioxide)
culture
flax
silk
microscope
diseases
flavor
chlorophyll
earth
soil
photosynthesis
stem
products
wood pulp
blouse
sap
mold
bacteria
yeast
sunlight

Adjectives

fluffy
tiny
maple
wonderful
important

Others

bury
against

D. Selected idioms and expressions

very useful
by man
by nature
almost all
to need for
a lump of coal
millions of years
drying up
blowing away
give off
tons of earth
care for
earth's surface
save our soil

IV. Motivation

A. Show several objects and ask where they come from.

B. Have students list how they think plants help us.

C. Show a loop film on plant growth.

D. Show students a plant which is growing and ask them how it helps them.

E. Use flannel board material to show parts of a plant.

V. Followup

A. Suggested questions

1. Explain the process of photosynthesis.

2. List, next to the plant, where it stores its food, e.g., tomato--around the seed, celery--in the stalk, lettuce--in the leaf.

3. How do plants aid the living processes of human beings?

4. Compare the uses of corn and peanuts.

B. Suggested activities

1. Have children plant seeds of their own. Make bar graphs indicating rate of plant growth.

2. Grow some plants without soil using only distilled water (to show that plants do not require soil or minerals in order to carry out the process of photosynthesis).

3. Grow some plants in total darkness to see what effect it will have.

4. Use a microscope to discover different structures of a leaf.

5. a. Obtain one pan of sod and one pan of soil.

   b. Tilt both pans.

   c. Pour water over them.

   d. Observe how the roots absorb much of the water.

6. Make a chart with several plants in the middle and various products scattered around them. Have children attach string from the product to the plant.

IV. Resource Materials

A. Films

1. How Green Plants Make and Use Food, COR

2. How Plants Live and Grow, PS

3. Life of a Plant, EBF

4. Photosynthesis, EBF

B. Filmstrips

1. How Plants Help Us, EBF

2. Leaves of Plants, EBF

3. Plant Factories, SVE

4. Plants: How They Live and Grow (series), EBF

5. Roots of Plants, EBF

6. Stems of Plants, EBF

7. The Structure of Plants, EBF

8. The Wonderful World of Plants, SVE

C. Transparencies

1. Plant Structure, Part 1, 3M Co. Visucom

2. Story of Trees, 3M Co. Visucom

D. Suggested reading

1. Textbooks

a. Beauchamp, Mayfield, and West. Everyday Problems in Science. Scott, Foresman and Co., 1957.

b. Beauchamp, Mayfield, and Hurd. Science Is Explaining. Scott, Foresman and Co., 1963.

c. Blanc, Fischler, and Gardner. Modern Science 3. Holt, Rinehart and Winston, 1963.

2. Supplementary reading

a. Dickinson, Alice. The First Book of Plants. Watts, 1953.

b. Fenton, Carroll Lane. Fruits We Eat. Day, 1961.

c. Hyde, Margaret O. Plants Today and Tomorrow. Whittlesey House, 1960.

d. Schneider, Herman. Plants in the City. Day, 1951.

HOW TO BE WELL-GROOMED

A Captioned Film
for
Intermediate and Advanced Levels

By Arrangement with
Coronet Films

Captioned Films for the Deaf
U.S. Office of Education
Washington, D.C.

Time: 11 minutes Color:SYNCAP

I. Film Summary

This film shows the importance of good grooming. It also gives detailed examples of how to appear well-groomed. Sue and her brother, Don, are shown choosing correct clothing. Their habits of personal cleanliness are also stressed.

II. Purpose of the Film

A. To encourage good grooming habits

B. To show young people how to select a well-matched ensemble

C. To encourage good habits of personal cleanliness

D. To show that good grooming is an important asset in social and business life

III. Preparation for the Film

A. Preview the film and select objectives.

B. Gather teaching aids.

1. a variety of fabrics

2. articles of clothing

C. Select desired basic vocabulary.

activities
appearance
attention
blouse
blends
blot
choose
choice
complement
concern
clothing
complete
combination
complexion
consideration
cleanliness
date
dressing
details
depends
essential
fussy
fundamentals
foundation
friendship
grooming
habits
improve
individual
lightly
manicure
match
neat
outfit
polished (adj.)
regular
routine
reflects
shiny
shades
shampoo
style
schedule
slacks
tailored
wear
weather
pats (v.)

D. Selected idioms and expressions

blot off
daily bath
individual taste
pressed slacks
pattern and color
well-matched
correct posture
final touches
hair-do
first one up
tie to match
looks right
well-groomed
Cleanliness is a must.
hearty breakfast
nail care
wear her hair
ready to leave

IV. Motivation

A. Design a bulletin board displaying different kinds of fabrics.

B. Have students bring in different kinds of fashion magazines and catalogues.

C. Have a poster contest on the topic of personal cleanliness and/or grooming habits.

V. Followup

A. Selected questions

1. Why is sleep important for good grooming?
2. What four factors influence good grooming?
3. What do you do to get ready for school every morning?
4. What should you do to get ready for school every morning?

5. How often should you bathe?

B. Suggested activities

1. Have a dress-up day.

2. Over a period of one week, have the teachers look for and choose a posture queen.

3. Let a group make a bulletin board display about any facet of the film that impressed them.

VI. Resource Materials

A. Films

1. Habit Patterns, MGH

2. How To Be Well-Groomed, COR

3. Learning About Our Bodies, COR

4. Posture Habits, COR

5. Posture In Motion, COR

6. Your Clothing, CFD

B. Filmstrips

1. Grooming for Boys, MGH

2. Grooming for girls, MGH

3. To Beauty or Not to Beauty, Coty

C. Books

Carson, Bynta. How You Look and Dress, 3rd ed. N.Y.: McGraw, 1959. 398 pp.

HOW TO CHANGE A CHEMICAL REACTION

A Captioned Film
for
Intermediate and Advanced Levels

By Arrangement with
Junior Science Films

Captioned Films for the Deaf
U.S. Office of Education
Washington, D.C.

Time: 28 minutes — Black and White

I. Film Summary

A chemical reaction occurs when several solutions are combined, and either a gas is diffused, or the solutions change color. How to effect a further chemical reaction through a change in temperature or concentration is described in this film.

II. Purpose of the Film

A. To explain the difference between a chemical reaction and a mechanical reaction

B. To explain what takes place in a chemical reaction

C. To explain the results of a chemical reaction

D. To show the effect of temperature change on a chemical reaction

E. To show the effect of change of chemical concentration on chemical reaction

III. Preparation for the Film

A. Preview the film and select objectives.

B. Vocabulary

Nouns

liquid
chemical reaction
iodine vapor
solution
hydrogen
sodium bicarbonate
detergent
starch
temperature
magnetic stirrer
tartaric acid
dough
molecules
strength

Verbs

pour together
capture
investigate
react
form
dilute

Adjectives

former
household

C. Selected idioms and expressions

make a prediction
make the molecules move faster
much more than the other
speed up a chemical reaction
form something else
amount of chemicals dissolved in water

D. Gather materials necessary for experiments shown in film.

IV. Motivation

A. Students should be given some background knowledge of a chemical reaction.

B. Illustrate the difference between a chemical and mechanical change.

C. Plan a chemical reaction which will be clearly and startlingly evident to the students. Ask students what causes a chemical change.

V. Followup

A. Perform experiments shown in film.

B. Have students change chemical reactions by using chemicals other than sodium bicarbonate and tartaric acid which were used in the film.

C. Have students look for chemical reactions which occur in ordinary household tasks; e.g., in cooking and cleaning.

D. Have students mix Epoxy glues and note the chemical change.

VI. Resource Materials

A. Films

1. Chemical Changes All About Us, COR
2. Simple Changes in Matter, COR
3. Things Dissolve, MGH
4. Wonder of Chemistry, MGH

B. Filmstrips

1. Atoms and Molecules, #427-22, SVE
2. Chemical Changes, #427-21, SVE
3. Some Things Dissolve, MGH
4. Understanding Chemical Change, MGH
5. What Things Are Made of, #427-20, SVE

C. Books

1. Brent, Robert. The Golden Book of Chemistry Experiments. N. Y.: Golden Press, 1960. 112 pp.
2. Carona, Philip B. The True Book of Chemistry: What Things Are Made of. N. Y.: Children's Press, 1962. 39 pp.
3. Goldberg, Lazer. The Adventure Book of Chemistry. N. Y.: Capitol Publishing Co., 1962. 68 pp.
4. Graus, Jacqueline H. Let's Experiment: Chemistry for Boys and Girls. N. Y.: Harper, 1962. 54 pp.
5. Stone, A. The Chemistry of a Lemon. Englewood Cliffs, N. J.: Prentice-Hall, 1966. 64 pp.

HOW YOUR BLOOD CIRCULATES

A Captioned Film
for
Intermediate and Advanced Levels

By Arrangement with
Junior Science Films

Captioned Films for the Deaf
U.S. Office of Education
Washington, D.C.

Time: 28 minutes | Black and White

I. Film Summary

Various visual stimuli are utilized in this film to prove that the human body contains blood, and that this blood circulates throughout the body. It also shows the structure of the heart. Evidence of the sounds of the heartbeat, how the heart effects the entire body, and the flow of blood through the veins are also portrayed.

II. Purpose of the Film

A. To indicate the circulation of blood throughout the body.

B. To show the structure of the heart and its functions, particularly in the circulation of blood

C. To prove that the body contains blood

III. Preparation for the Film

A. Preview the film and select objectives.

B. Vocabulary

Nouns

tubes
heart

chambers
blood

pulse
pump

skin
pulse thumps
wrist
soda straw
rubber bottom
drops
auricle
thickness
aorta
stethoscope
rod
tails
microscope
fingernails
veins
metronome
bolts - nuts
stopper
neck
valve
pulmonary artery
plastic bottles
funnel and tube
passages
circulation
spaces
arteries
heartbeats
equipment
hole
veins
ventricle
oxygen
lub-dub
apex
strings
membrane

Verbs

contains
cut
exercise
wiggle
rumbles
trace
moves
rub
circulates
squeeze
resemble
magnify
examine
increase
press
relax
operate

Adjectives

alive
thick
reddish
thin
heart-shaped

Participles

beating
pumping
dividing

C. Selected idioms and expressions

watery fluid
divided in half
drilled a hole
leaks through
near the surface
affects the pulse
wiggle the tube
enters and leaves through different passages
real blood flowing through real veins

D. Gather materials necessary to perform experiments shown in film.

IV. Motivation

A. Ask students to prove that blood circulates in their bodies other than by cutting themselves.

B. Ask students to have a local butcher save an animal's heart for class experimentation.

C. Have students check each other's pulse before and after exercise.

D. Have students locate several parts of their body (other than wrist) where their heartbeats can be felt.

V. Followup

A. Have students perform the experiments shown in film.

B. Discuss the various sections of the heart specimen. Have them draw a heart with all its segments.

C. Discuss how anxiety, nervousness, excitement and other emotional factors can affect hearbeat.

D. Discuss heart transplants.

VI. Resource Materials

A. Films

1. The Blood, EBF
2. Body Defenses Against Disease, EBF
3. Circulation, MGH
4. Circulation, UWF
5. Common Heart Disorders and Their Causes, MGH
6. The Heart: How It Works, MGH
7. Heart, Lungs and Circulation, COR
8. Hemo the Magnificent (2 parts), BT
9. Human Body: The Circulatory System, COR

B. Filmstrips

1. The Circulatory System, The Human Biology Series, Set 2, MGH
2. Heart and Circulation, Human Body Series, EBF
3. Human Circulating System, Human Physiology Series, SVE
4. Our Heart and Circulation, The Human Biology Series, Set 5, MGH

C. Books

1. Schneider, Leo. Lifeline: The Story of Your Circulatory System. N.Y.: Harcourt Brace, 1958. 127 pp.

2. Showers, Paul. A Drop of Blood. N.Y.: Crowell, 1967.

3. Weart, Edith Lucie. The Story of Your Blood. N.Y.: Coward-McCann, 1060. 64 pp.

4. White, Anne Terry. Secrets of the Heart and Blood. Champaign, Ill.: Garrard Pub., 1965. 80 pp.

JUNIOR HIGH: A TIME OF CHANGE

A Captioned Film
for
Intermediate Level

By Arrangement with
McGraw-Hill Text Films

Captioned Films for the Deaf
U.S. Office of Education
Washington, D.C.

Time: 11 minutes Color

I. Film Summary

Junior High School is a time of change. The fact that students mature physically, mentally, and socially at different rates is stressed. Responsibility and how a student must earn it are also discussed.

II. Purpose of the Film

A. To show that Junior High students mature physically, mentally, and socially at different rates

B. To show some of the problems faced by a Junior High student

C. To help a teenager learn to accept himself by answering the question, "Who am I?"

III. Preparation for the Film

A. Preview film and select objectives.

B. Gather visual aids.

  1. Polaroid camera

2. Materials for bulletin board display

3. Pictures of the growth of a tadpole

C. Vocabulary

Nouns
elementary school
junior high school
pest
responsibilities
appointment
subject
classmates
adults
rights
eighty
a sign
problems
troubles

Verbs
compare
accept
decide
act
enjoy
promise
change
shave
trip
improve
clean
become
weigh
bump

Adjectives
different
cooperative
thoughtful
unsure
lazy
angry
typical
independent
grown up

Adverbs
after a while
socially
emotionally
mentally
physically

D. Selected idioms and expressions

ways of teaching
know yourself
just about everything
do your own thinking
nothing about
just like everybody else

IV. Motivation

A. With a polaroid camera, photograph class. Have student look at the picture. Ask following questions:

1. Who is the tallest boy?

2. Who is the tallest girl?

3. Which boy looks like he weighs the most?

4. Which girl is the thinnest?

5. Who is the oldest boy in class? Does he look like the oldest?

B. Ask the question, "Who are you?" Allow for discussion but come to no conclusion; then, watch the film.

C. Design a bulletin board in three sections.

Section I - Draw the silhouette of a person. Around the person scatter such words as polite, tall, prangster, slim, etc. On the silhouette, superimpose the question, "Who am I?"

Section II - Draw another silhouette and superimpose the question, "Who do I want to be?"

Section III - Leave blank, to be filled in at the end of the film (refer to Followup).

V. Followup

A. Suggested questions

1. How does a junior high school differ from an elementary school?
2. List four ways in which we develop as mentioned in the film.
3. How did one boy's mother help him develop responsibility?
4. What responsibilities do you have at home?
5. What other responsibilities do you feel you should have? Why should you have them?

B. Suggested activities

1. Complete the board mentioned under Motivation by having students suggest ways in which they might help themselves to become the person they would like to be.
2. Write a descriptive caricature of yourself.

VI. Resource Materials

A. Films

1. Belonging to the Group, EBF
2. Boy to Man, CWF
3. Girls to Women, CFD

4. How To Be Well-Groomed, COR

5. Making Friends, EBF

6. Personality and Emotions, EBF

7. Responsibility, MGH

8. The Other Fellow's Feelings, MGH

9. The Show-Off, MGH

B. Filmstrips

1. Growing Up, EG

2. Learning To Be Forgiving, SVE

3. Learning To Be Unselfish, SVE

C. Supplementary reading

1. Books

a. Corner, George, M.D. Attaining Manhood. N. Y.: Harper Bros., 1952.

b. Corner, George, M.D. Attaining Womenhood. N. Y.: Harper Bros., 1952.

c. Craford, John E. and Woodward, Luther E. Better Ways of Growing Up. Philadelphia: The Mullenberg Press, 1948.

d. Frank, Anne. The Diary of a Young Girl. N. Y.: Doubleday & Co., 1952.

e. Lerrigo, Marion O. and Southard, Helen. What's Happening to Me. N. Y.: E. P. Dutton & Co., 1955.

2. Pamphlets

a. Floyd, Mary F. Ball. Let's Talk. Chicago: Science Research Assn., 1962.

b. Henry, William E. Exploring Your Personality. Chicago: Science Research Assn., 1962.

c. Lerrigo, Marion O. Finding Yourself. Joint Commission on Health Problems in Education of the National Education Association and Medical Association.

d. Remmers, H. H. and Hackett, C. G. What Are Your Problems. Chicago: Science Research Assn., 1962.

MACHINES THAT HELP US

A Captioned Film
for
Intermediate and Advanced Levels

By Arrangement with
Bailey Films, Inc.

Captioned Films for the Deaf
U.S. Office of Education
Washington, D.C.

Time: 11 minutes Black and White

I. Film Summary

Through this film, the basic premises necessary for an understanding of our mechanized society are introduced. It indicates that machines are tools that help men work; that new machines are generally developed from older ones; and that almost everything man does is done with machines.

The thesis is propounded that we live in a machine-made world where machines are servants which help to raise our standard of living.

II. Purpose of the Film

A. To familiarize students with some commonly used machines

B. To show how machines help in making, building and growing things

C. To help students acquire an understanding and appreciation of automation

III. Preparation for the Film

A. Preview the film and select objectives.

B. Select desired basic vocabulary.

Nouns

machines
tools
motors
lathe
metal
harrow
inventors
ox cart
wagon
propellers
oil refinery
fuel
factory
highways
farm products

B. Vocabulary (continued)

Nouns

cement mixer
factories
gasoline engine
oil
needs
leisure time

Verbs

invent
requires
operate
ship
load
crisscross
effect
transport
packaged
decide

Adjectives

simple
complicated
industrial
machine-made

Adverbs

easily
nearby
usually

C. Selected idioms and expressions

all about us
all over the world
hundreds upon hundreds of things
earning a living
large amounts
our way of living
over long periods of time

IV. Motivation

A. Have students list their concept of some basic machines. How did they arrive at this concept?

B. Question students as to the uses of various machines. What would happen if suddenly man were deprived of the use of machines?

V. Followup

A. Have students again define the uses of machines. Check against their previous concepts.

B. Trace the history of the wheel from its invention to the present time.

C. Develop a science fiction story about the use of machines in space.

D. Compare the life of man in an automated society with that of man in the stone age.

VI. Resource Materials

A. Films

1. *Energy and Work*, CFD

2. Machines Do Work, CFD

3. Simple Machines, CFD

B. Filmstrips

1. Energy and Work, No. 1871, EBF

2. Machines and Tools to Help Us Work, No. 425-4, SVE

3. Making Things Move, No. 2013, EBF

4. Simple Machines Help Us Work (Series), JH

5. Tools at Work, MGH

6. Work, Friction and Machines (Series), JH

C. Books

1. Adler, Irving. Machines. N.Y.: John Day Co., 1964. 47 pp.

2. Bradley, Duane and Lord, Eugene. Here's How It Works. Philadelphia: Lippincott, 1962. 157 pp.

3. Buehr, Walter. The First Book of Machines. N.Y.: F. Watts, 1962. 53 pp.

4. Koff, Richard M. How Does It Work? N.Y.: Doubleday, 1961. 288 pp.

5. O'Brien, Robert. Machines. N.Y.: Time, Inc., 1964. 200 pp.

6. Syrocki, Boleslaus J. What Is a Machine? Chicago: Benefic Press, 1960. 45 pp.

THE MEANING OF PI

A Captioned Film
for
Intermediate Level

By Arrangement with
Coronet Films

Captioned Films for the Deaf
U.S. Office of Education
Washington, D.C.

Time: 11 minutes　　　　Color, SYNCAP

I. Film Summary

This film presents very graphic illustrations of the meaning of the mathematical term Pi. The relationship or proportion of circumference to diameter as the basis for the figure 3.14 is clearly depicted. Having seen this film, it should not be difficult for students to understand the meaning of such terms as radius, diameter, circumference.

II. Purpose of the Film

A. To clarify in a meaningful way the meaning of the term Pi (3.14)

B. To simplify through pictures the various measurements of circles

C. To introduce students to such terms as radius, diameter, and circumference

III. Preparation for the Film

A. Preview the film and select objectives.

B. Vocabulary

Nouns
circle
wheel
geometric concepts
circle
machinery
compass

Nouns (continued)

center
circumference
measurements
value
Greeks
radius
terms
ratio
Hebrews
assignment
diameter
yardstick
definition
Egyptians

Verbs

involves
label
measure

Adjectives

confused
useful

C. Selected idioms and expressions

help him understand
remains constant
exact value
define our terms
that make sense
relationship between
whatever the size of

IV. Motivation

A. Prepare worksheets with circles of varying sizes. Have children draw several radii on each circle.

B. Have children extend radii to introduce them to the term diameter.

C. Ask students if it is possible to determine the circumference of the circles if they know only the radius or diameter. Indicate that more information is needed. Such information will be presented in the film.

V. Followup

A. Suggested activities

1. Using previously prepared worksheets, have students determine the circumference of the circles.

2. Have students prepare their own math problems related to circumference, diameter, or radius. Present them to the class for reinforcement.

B. Suggested questions

1. Why is it important to know the circumference of a circle?

2. Why must a tire manufacturer know the circumference of a circle?

3. How can an engineer determine the radius of a wheel if he knows the circumference?

4. How can an engineer determine the radius of a wheel if he knows the diameter?

VI. Resource Materials

A. Films

1. Donald in Mathmagic Land, Disney
2. Rythmetic, NFBC
3. Story of Our Number System, COR

B. Books

1. Bendick, Jeanne and Levin, Marcia. Take Shapes, Lines and Letters; New Horizons in Mathematics. N. Y.: Whittlesey House, 1962. 79 pp.
2. Feravolo, Rocco V. Wonders of Mathematics. N. Y.: Dodd, Mead, 1963. 64 pp
3. Jonas, Arthur. New Ways in Math. Englewood Cliffs, N. J.: Prentice-Hall, 1962. 70 pp.
4. Ravielli, Anthony. An Adventure in Geometry. N. Y.: Viking Press, 1957. 117 pp.

3

NAVAJO SILVERSMITH

A Captioned Film
for
Intermediate and Advanced Levels

By Arrangement with
ACI Productions

Captioned Films for the Deaf
U.S. Office of Education
Washington, D.C.

Time: 11 minutes

I. Film Summary

This film pictures the Navajo Indian as a master of the most delicate craft in history, silversmithing. It bridges a span of years by showing how objects of another Century are made. The skills, necessary for silversmithing, are beautifully portrayed.

II. Purpose of the Film

A. To show how the Navajo Indians make silver ornaments by hand

B. To illustrate the culture of the Navajo Indian

C. To explain why the Navajo will not change to modern machine production

D. To arouse an appreciation of a primitive culture

III. Preparation for the Film

A. Preview the film and select objectives.

B. Vocabulary

Nouns
Navajo
temperatures
southwest desert
centuries
nature
Arizona

Nouns (continued)
shepherds
sweat baths
artistic ability
sheet or wire form
mold
volcanic-ash
file handle
cast
emery paper
tongue
income
experts
silversmithing
object
soft stone
shape (design)
lead-in channel
center bars
files
silver wire
silver
coins
belt buckle
heat
ideas
blow torch
center post
Indian history

Verbs
forge
shaped
ribbed
blackens
fastens
melt
filed
copied
ties together
polish
crack
smoothed
escape
bends
disappear

Adjectives
melted
perfect

Adverb
harshly

Participle
glaring

C. Selected idioms and expressions

over 500 years ago
against the law
the beauty of this way of life
treats this land harshly
shows in their art work
white beauty in the sunshine
replace (grow out of) the old
earn a living
half a day
comes loose
always moving about
way of life
much like those

IV. Motivation

A. Mount a picture of a Navajo working as a silversmith. Question students as to possible things the Indian could be making.

B. Have students make a list of the uses of silver. How are these articles prepared?

C. Visit a museum which displays artifacts of Indian life.

V. Followup

   A. Have students do a research paper on the influence of the Mexicans on the Navajo Indians.

   B. Compare the factory production of articles of silver with the hand-crafted process used by the Navajo.

VI. Resource Materials

   A. Films

      1. Boy of the Navajos, COR

      2. Indian Influence in the United States, COR

      3. Navajo Canyon Country, Daggett

      4. The Navajo Indian, COR

      5. Navajo--A People Between Two Worlds, Fine

   B. Filmstrips

      1. Adventures with Early American Indians, #233-5, SVE

      2. American Indian Cultures - Plains and Woodland, #8600, EBF

      3. Indians: Our Land and Its Story, #220-4, SVE

      4. Jamestown: The Settlement and Its People, #8890, EBF

   C. Books

      1. Hannum, Alberta P. Paint the Wind. N. Y.: Viking Press, 1958. 206 pp.

      2. Norbeck, Oscar E. Book of Indian Life Crafts. N. Y.: Associated Press, 1958. 253 pp.

      3. Wise, William. Silversmith of Old New York: Myer Myers. N. Y.: Farrar, Straus and Cudahy, 1958. 180 pp.

PRECISION TOOL MAKING AND MACHINING

A Captioned Film
for
Intermediate and Advanced Levels

By Arrangement with
Matt Farrell Productions, Inc.

Captioned Films for the Deaf
U.S. Office of Education
Washington, D.C.

Time: 20 minutes Color

I. Film Summary

This film gives an overall picture of the precision toolmaking and machining industry. It shows the importance of the precision tools and machines that are used for mass production in manufacturing. It follows an apprentice as he works and learns to become a journeyman tool and die maker, and can be used to stimulate interest in such a career.

II. Purpose of the Film

A. To explain precision machining and tool and die making; to show their importance to industry

B. To show how items are mass produced

C. To explain why accuracy is of prime importance in mass production

D. To show that tool and die making is a respected profession

E. To set forth the requirements and qualifications needed for an apprentice tool and die maker

III. Preparation for the Film

A. Preview the film and select objectives.

B. Vocabulary

industry
volumes
assembled
plants
dies
jigs
molds
gauges
tape-controlled machine
custom-built
hot forged
stamping press
identical
interchangeable
accuracy
tolerances
ingenuity
journeyman
armaments
computers
microscopes
micrometer
guage blocks
miniaturization
craftsmanship
apprentice
dial indicating gauges

C. Selected idioms and expressions

assembly lines
millionth of an inch
captive shops
contract shops
mechanical aptitude
practical experience
highest living standard
mass production
tedious handiwork
volume manufacturing
complex and precise instruments
integrated craftsmanship
Tool, Die and Precision Machining Companies
keystone of American industry

IV. Motivation

A. Question students as to their knowledge of mass production.

B. Display mass produced items such as razor blades, nails, screws, nuts, bolts, etc. to illustrate the fact that because of the method of production, each kind is identical and interchangeable.

C. Set up a bulletin board showing various stages in the assembling of a mass-produced item, e.g., cars.

V. Followup

A. If possible, set up an assembly line to show how it works.

B. Discuss the advantages of mass-produced products over products made by hand.

C. Discuss how mass production of precision items helps America lead in industry and world trade.

D. If facilities are available, have students mass produce some item.

VI. Resource Materials

A. Films

1. Bright Steel, MTP

2. Die Casting - How Else Would You Make It?, MTP

3. Drawings and the Shop, MGH

4. The Drill Press, DFL

5. The Milling Machines, DFL

B. Filmstrips

1. Four Metallic Elements, FH

2. Introduction to Machining (three kits: A.B.C.), JH

C. Books

1. Feirer, John. General Metals. N.Y.: McGraw-Hill, 1959.

2. Johnson, Harold V. General-Industrial Machine Shop. Peoria, Ill.: Chas. A. Bennett Co., Inc., 1963.

D. Other Materials

1. Course of study

Murray, Alonzo J. Machine and Metal Shop. West Trenton, N.J.: Katzenbach School for the Deaf, 1962.

REDISCOVERY - CLAY

A Captioned Film
for
Intermediate and Advanced Levels

By Arrangement with
ACI Productions

Captioned Films for the Deaf
U.S. Office of Education
Washington, D.C.

Time: 15 minutes Color

I. Film Summary

This film does much to stimulate the imagination as to the unlimited possibilities of clay. The processes of molding, firing and wedging are beautifully portrayed. The imprint of an artist's hand can be, forever, molded in ceramic - a stimulating factor for showing this excellent film.

II. Purpose of the Film

A. To show the utilitarian value of clay

B. To show flexibility in the use of clay

C. To stimulate creativity through the use of clay

D. To encourage individuality in the creation of ceramics

III. Preparation for the Film

A. Preview the film and select objectives

B. Vocabulary

Nouns

clay
Pinch Pot
sponge
earth
metal scraper
pitcher
thumb
solid
kiln

bisque
oven
poodle
waist
wedging
firm
liquid
glaze
cylinder
piece of wire
bowls
middle
wire loop tool
design
fire
shaggy dog
block of wood
potter's wheel
base
slip

Verbs

bake
press
wrap

Adjectives

soft
thick
wonderful
rough
strong
plastic
smooth
extra

C. Selected idioms and expressions

same all around
make many things

IV. Motivation

A. Plan a very attractive ceramics exhibit.

B. Plan a tour of the art department so that students may see others at work with clay. Let them observe the various stages of work, using clay.

C. Have students research the discovery and early uses of clay, e.g., in brickmaking.

V. Followup

A. Have students plan an art exhibit depicting the history of the use of clay.

B. Have students design something which can be made out of ceramic.

C. Encourage students to make a ceramic piece for a friend or relative.

D. Have students make a list of the uses of ceramics.

VI. Resource Materials

A. Films

1. *Colour in Clay*, BIS
2. *Craftsmanship in Clay: Decoration*, Ind. U.
3. *Craftsmanship in Clay: Glaze Application*, Ind. U.

4. Craftsmanship in Clay: Simple Mold, Ind. U.

5. Craftsmanship in Clay: Simple Slab Methods, Ind. U.

6. Craftsmanship in Clay: Stacking and Firing, Ind. U.

7. Craftsmanship in Clay: Throwing, Ind. U.

8. Making of Fine China, Lenox

9. Pottery Making, EBF

C. Books

1. Lessin, Andrew. Here Is Your Hobby Art. N.Y.: Putnam, 1963. 28 pp.

2. Weiss, Harvey. Ceramics from Clay to Kiln. N.Y.: Young Scott Books, 1964. 63 pp.

3. Weiss, Harvey. Clay, Wood and Wire. N.Y.: W. R. Scott, 1956. 48 pp.

REDISCOVERY - PAPER CONSTRUCTION

A Film
for
Intermediate and Advanced Levels

By Arrangement with
ACI Productions

Captioned Films for the Deaf
U.S. Office of Education
Washington, D.C.

Time: 16 minutes Color

I. Film Summary

Although this film is intended primarily for teachers, it is believed that through this medium the creativity of students might be stimulated. The viewer is subjected to the basic concepts of paper construction--folding, cutting, scoring. Captions are missing, but the artistry of the film is no less enhanced. A deaf person need only note the skills involved in paper construction to feel impelled to imitate the processes shown.

II. Purpose of the Film

A. To stimulate the use of construction paper in Arts and Crafts

B. To develop creativity in the use of construction paper

C. To stimulate an appreciation of color, art, and design

D. To stimulate an appreciation of color photography for design

III. Preparation for the Film

A. Preview the film and select objectives.

B. Vocabulary (For teacher's use; film is not captioned.)

Nouns
tool
ideas
design
forms
diamond shapes
diagonals

Verbs
fold
cut
score
tear
repeated

Adjectives
blunt
irregular
soft
solid

IV. Motivation

A. A dearth of ideas as to creative use of construction paper might encourage a teacher to view this film.

B. Exhibit several items shown in film to stimulate other teachers and/or students to view the film.

V. Followup

A. Have students create original mobiles and other art forms using strips of construction paper.

B. Have students photograph the designs produced by the class.

C. Plan an art exhibit to include various art forms made with construction paper.

VI. Resource Materials

A. Films

1. Children Are Creative, Bailey
2. Make a Mobile, Bailey
3. Non-Objective Art, Bailey
4. Techniques of Paper Sculpture, Allen-Moore

B. Filmstrip

Famous Works of Art, EG

C. Books

1. Comstock, Nan (Ed.). McCall's Golden Do-It Book. Golden Press, 1960. 156 pp.
2. Guide to Modern Hobbies, Arts and Crafts. N. Y.: D. McKay Co., 1960. 289 pp.
3. Lewis, Griselde (Ed.). Handbook of Crafts. Newton, Mass.: Bransford, 1960. 371 pp.
4. Miles, Walter. Designs for Craftsmen. Garden City, N. Y.: Doubleday, 1962. 224 pp.
5. Moseley, Spencer. Crafts Design. California: Belmont, 1962. 436 pp.
6. Scong, Maying Hsi. The Art of Chinese Paper Folding for Young and Old. N. Y.: Harcourt, 1948. 132 pp.

RUBBER WORKERS

A Captioned Film
for
Intermediate and Advanced Levels

By Arrangement with
AFL-CIO

Captioned Films for the Deaf
U.S. Office of Education
Washington, D.C.

Time: 11 minutes Black and White

I. Film Summary

With the advent of vulcanization, the rubber industry has taken many new avenues. This film lists some of the various physical properties of rubber and the products made from it. While the film shows production of items in a factory, it neglects industrial safety.

II. Purpose of the Film

A. To show how vulcanization has changed the rubber industry

B. To show that the rubber industry is always changing

C. To show the production of such products as conveyor belts, foam rubber mattresses, and rubber pipes

D. To trace the growth of the rubber industry from its infancy

III. Preparation for the Film

A. Background information on rubber (not in film)

Source

Natural rubber comes from the juice of trees. Some scientists believe that it acts as a protective substance when a plant is wounded.

It is not the sap of the plant.

Discovery of Vulcanization

In 1839, Charles Goodyear spilled a sulphur-rubber mixture on a hot stove and accidentally discovered how to make rubber stronger and give it resistance to heat and cold.

Natural Rubber

Latex consists of 30%-35% pure rubber. The remainder is water. It holds little globules of rubber in the same way milk holds butterfat. Because it spoils easily, it must be processed quickly.

Separating the Latex

An equal amount of water is added to the latex, which is then strained to remove the dirt. Next formic acid is added, making it coagulate. The rubber particles rise to the surface and form a doughy white mass of crude rubber.

Processing Crude Rubber

The crude rubber is then fed through rollers which squeeze out the water. These sheets are hung to dry for several days in a hot smokehouse which turns it brown and kills the mold and bacteria. This form of crude rubber is called ribbed smoke sheets.

Pale crepe rubber is formed by passing the doughy mass through rollers that roughen and crinkle the sheets, constantly washing them as they are being rolled. They turn pale yellow when dry.

Sometimes the latex is put into machines similar to the separators that are used to separate cream from milk. These machines remove part of the water from the latex. Ammonia is then added as a preservative to keep the latex from coagulating and spoiling.

Manufacturing

Different methods of plasticization and different methods of adding compounds and mixtures are used to give the rubber different characteristics and shapes. To shape the rubber into its final form requires the use of such methods as:

1. calendering - rolling it into sheets
2. extrustion - tube machines push the soft rubber through a hole, much as toothpaste is squeezed from a tube.

3. molding - preparing pieces in the approximate size of the finished articles. During vulcanization, the rubber takes the exact shape of the mold.

4. dipping - (used only for liquid latex) dipping molds into tanks of latex. Drain and repeat to build up several layers.

B. Preview the film and select objectives.

C. Gather visual aids.

1. various rubber products

2. pictures of various facets of the rubber industry

D. Selected vocabulary

Nouns

a weeping tree
inventions
raw materials
resistance
chemicals
materials
mattresses
meat grinder
mixture
mold
natives
outdoor coverings
oxygen tents
paddles
pressure
pressure cooker
products
insulator
quietness
bouncing balls
businesses
liquid latex
rubber production
rubber products
science thriller
shapes
strength
sulphur
temperature
textiles
transmission belts
vulcanizing process
waffle iron
property
lab aprons
largest branch
life belts
compressed air
controlled time
conveyor
factories
finished products
firehose
foam rubber
fuels
gases
Goodyear
hose
inner core

Verbs

produce
formed
loosen
saves
conducts
bounce
irrigate
sealed
level
molded
discovered
shed
leak
transported
vulcanized

Adjectives

accurate
airbrake (hose)
airtight
alert
brittle
careful
greatest
economical
stronger
useful
obsolete
raw
smoother
solid (rubber)
tough
well-trained
well-ventilated
comfortable

Adverbs

easily (bent)

E. Selected idioms and expressions

cause death
chunks of
hard as rock
know about
layers of
combined with
coated with
rubbed out
long lasting
metal rod
like flying carpets
soft as skin
speed of jet propulsion
will be continued
contradictory characteristics
beaten into a frothy mass
controlled by
put out
bakes into (shape)
rubber workers

IV. Motivation

A. Set up a display table with various rubber products.

B. Create a bulletin board showing how rubber products are produced: e.g. tires.

C. Display a picture of a car and ask students to list parts of the car made from rubber.

V. Followup

A. Suggested questions

1. What is the vulcanizing process?
2. Who discovered the vulcanizing process?
3. How did the word rubber originate?
4. What are three variables in the vulcanization process?
5. Why is rubber such a desirable product?
6. List three physical properties of rubber which make it so useful.

B. Suggested activities

1. Use a U.S. map to show where the big rubber centers are.
2. Have the class name the articles which they have with them that are made of rubber.

3. Compare the weights of various pieces of rubber to show that all rubber is not of equal weight.

VI. Resource Materials

A. Films

1. Rubber In Today's World, CFD

2. Wonder of Rubber, EG

B. Filmstrips

1. How We Get Our Rubber, KP

C. Books

1. Dreany, E. Joseph. The Magic of Rubber. N.Y.: Putnam, 1960.

2. Goodrich, B.F. Co. A Wonder Book of Rubber. Akron, Ohio: Superior Pub. Co., 1917.

SCIENCE OF ORBITING

A Captioned Film
for
Intermediate and Advanced Levels

By Arrangement with
Modern Learning Aids

Captioned Films for the Deaf
U.S. Office of Education
Washington, D.C.

Time: 28 minutes Black and White

I. Film Summary

The film is concerned with the problems of how to get into orbit, how to stay there and how to return to earth safely. The force of gravity, weightlessness, free falling, temperature changes, sound changes, and re-entry into the earth's atmosphere are discussed; experiments are presented to demonstrate some of these concepts.

II. Purpose of the Film

A. To explain that every action has an opposite, equal reaction

B. To demonstrate the problems of thrusting objects into orbit

C. To show by experiment that the faster a body rotates, the less the gravitational pull

D. To demonstrate by experiment, the meaning of weightlessness as applied to orbiting bodies

E. To demonstrate by experiment, how heat is measured in an orbiting body

F. To show how fiber glass and modern resins act as a vapor to shield an orbiting body on re-entry

G. To note that rockets are used to change direction

H. To demonstrate how retro-rockets are used to slow down the orbiting body enough to bring it back into the earth's gravitational force

III. Preparation for the Film

A. Preview the film and select objectives.

B. Gather visual aids (to be used to demonstrate the experiment after viewing the film)

funnel
rounded metal disk
piece of plastic foam
lead-filled balloon
heat device (to change heat into electrical impulses)
oscillator
fire extinguisher
Bunsen burner
amplifier
transmitter
piece of aluminum
scale

C. Select desired vocabulary

Nouns

orbit
molecules
funnel
weight
force
radius
Carpenter
walkie-talkies
temperatures
atmosphere
outer space
engineers
resins
rockets
fire extinguisher
experiment
blast
opportunity
pellet
gases
space ship
gravity
problem
astronaut
lead shot
a free fall
energy
circuit
voice signals
metal
plastic foam
steam
aluminum foil
rockets
demonstration
LOX (liquid oxygen)
safety glasses
direction
diameter (earth's)
surface (earth's)
thermometer
vibrations
heat device
re-entry
friction
scientists
fiberglass
heat shield
CO_2
retro-rockets

Verbs

touching
increases
relayed
decreasing
processed
recall
investigate
force
increase
melt
scatters
blast-off
overcome
heat up
orbiting
spot spinning
communicate
removing
vaporize
spinning
suppose

Adjectives and Adverbs

accurate
important
weightless
solid fuel (pellet)
automatically

D. Selected idioms and expressions

force of gravity
continue to fall
flopped down

IV. Motivation

A. Prepare a bulletin board with some articles on UFO's.

B. Have a scaled model of our solar system on display.

C. Discuss any recent newspaper clippings concerning space flights, etc.

D. Make a bulletin board question: "Is It Possible?" Include things which are and are not possible, e.g., is it possible for satellites to orbit the moon? Try to include recent newspaper clipping and/or pictures wherever applicable.

V. Followup

A. Suggested questions

1. What does every action have?
2. What reduces gravitational pull?
3. Is it true man is without weight when he is in space? Why?
4. What do we mean by "weightless"?
5. How are sound waves measured?
6. How are heat waves measured?
7. How can we tell when the temperature of a heating device has been raised?
8. How did water and plastic foam stop the aluminum from melting?
9. How do modern resins and fiber glass stop aluminum from melting?
10. What do astronauts use when they want to change direction?
11. What do they use when they want to slow down their ships?
12. What finally stops them?

B. Discussion topics

1. How can you boil water in a paper cup?
2. Discuss why certain metals are better than others in the production of satellites and rockets.
3. Explain the properties of an ellipse. Draw one.

4. Introduce Kepler's discovery that planets move in elliptical orbits.

5. Demonstrate the experiments shown in the film in the classroom.

VI. Resource Materials

A. Films

1. A Trip to the Moon, CFD
2. Friction All Round, CFD
3. Gravity: How It Affects Us, CFD
4. Jet Propulsion, CFD
5. Planets in Orbit, EBF
6. Rockets: How They Work, CFD
7. Rocketship X-M, (Fiction), CFD
8. Solar System, ISO
9. Solar System, COR
10. Telstar, NET

B. Filmstrips

1. Earth's Satellite - The Moon, SVE
2. Exploration of Space, EG
3. Flight Around the Moon, EBF
4. Flight Into Space, EBF
5. Flight to Mars, EBF
6. Galileo, EG
7. Gravity and Space Travel, Budek
8. Man in Space, EBF
9. Man in Space, SVE
10. Rockets: Key to the Space Age, Budek
11. The Earth, SP

C. Transparencies

1. *Communications Satellites*, No. 5913.2, SB
2. *Earth and Moon From Lunar Orbiter*, No. 5916.3, SB
3. *Lift Off*, No. 5911.2, SB
4. *Mating Rocket Stages*, No. 5910.2, SB
5. *Nimbus Weather Satellite*, No. 9513.1, SB
6. *Orbiting Telescope*, No. 5913.4, SB
7. *Re-entry and Recovery*, No. 5917.7, SB
8. *Rocket Manufacture*, No. 5910.1, SB
9. *The Solar System*, No. 5810.1, SB
10. *Tracking Equipment*, No. 5911.3, SB

D. 8MM Single Concept Films

1. *A Walk in Space*, Part I, No. 1501
2. *A Walk in Space*, Part II, No. 1502
3. *The M-2 Spacecraft*, No. 1503

E. Books

1. California State College at Long Beach. *Model Spacecraft Construction*. Report to National Aeronautics and Space Administration
2. Freeman, Mae Blacker and Freeman, Ira. *You Will Go to the Moon*. N. Y.: Random, 1959.
3. Heyer, Kenneth. *Wonders of the Heavens*. N.Y.: Dodd, 1954.
4. May, Julian. *There's Adventure in Rockets*. Chicago: Popular Mechanic Press, 1958.

VII. Errata

Caption	Correction
Cape Canaveral	Cape Kennedy

SO YOU WANT TO BE AN ELECTRONICS TECHNICIAN

A Captioned Film
for
Upper Intermediate and Advanced Levels

By Arrangement with
Vocational Films

Captioned Films for the Deaf
U.S. Office of Education
Washington, D.C.

Time: 11 minutes Color

I. Film Summary

This film sets forth the opportunities available in a career as an electronics technician. Three classmates, John, Harold and Tom begin their study of electronics in different ways. Both John and Harold receive on the job training under the supervision of trained technicians, together with supplementary study. Tom chooses to enroll in a technical institute. The film also sets forth some of the requirements in this field and suggests the satisfaction, the responsibility, the status and the income which accompany this career.

II. Purpose of the Film

A. To interest pupils in a career in electronics

B. To show the various means of pursuing such a career

C. To help pupils appreciate the importance of the electronics technician in our world today

D. To encourage pupils to seek further information about such a career

III. Preparation for the Film

A. Preview the film and select objectives.

B. Vocabulary

technology
electronics
transistors
outer space
universe
ignition
complex
experts
professionals
circuitry
methodical
logically
automation
fundamentals
diagnose

C. Select idioms and expressions.

properly trained technicians
ham radio operator
tour the plant
practical education
team work
on the job training
push-button era
assembly plant
natural talent
accredited technical institute
electronics bug

IV. Motivation

A. Discuss with the pupils the various kinds of work done by an electronics technician, repair and maintenance of home radio, television and hi-fi; participation in fabrication, assembly, installation and testing of equipment; installation and maintenance of equipment in broadcast stations, in two-way radio and in computer installations; as an assistant to an engineer, performing tasks related to design and development of electronic products.

B. Prepare a bulletin board display of pictures and materials showing an electronics technician at work on various types of jobs. This could be incorporated into a larger bulletin board display including other kinds of job opportunities.

V. Followup

A. Arrange a field trip to a local Television Repair Shop.

B. If possible, visit a local manufacturer of electronic products.

C. Plan a trip to a local radio or television broadcasting station.

D. Visit the audiological department of your school to see hearing aids being repaired and to inspect the testing facilities.

VI. Resource Materials

A. Films

1. Electromagnets: How They Work, CFD

2. Learning About Electric Current, CFD

3. Making Electricity, CFD

4. Television Serves the Community, CFD

B. Filmstrips

1. Finding Out about Electricity, SVE

2. Home Electrical Appliances, EBF

C Books

1. Freeman. The Story of Electricity. N.Y.: Random House, 1961.

2. Podendorf. Magnets and Electricity. Chicago: Childrens Press (True Books), 1963.

3. Reuben. Electronics for Children. N.Y.: Sterling Publishing Company, 1961.

4. Schneider, Let's Find Out About Electricity. N.Y.: Grosset, 1956.

5. Thomas Alva Edison Foundation. Edison Experiments You Can Do. N.Y.: Harper, 1960.

THUNDER AND LIGHTNING

A Captioned Film
for
Intermediate Level

By Arrangement with
Young-America Films
(McGraw-Hill Book Co.)

Captioned Films for the Deaf
U.S. Office of Education
Washington, D.C.

Time: 11 minutes Black and White

I. Film Summary

This film introduces the science of thunder and lightning. There is a good deal of emphasis on the processes of static electricity. It explains how one should act in a thunderstorm and why lightning strikes some places and not others. The cause of thunderstorms is also explained.

II. Purpose of the Film

A. To explain the causes of thunderstorms

B. To introduce students to the concept of static electricity

C. To show students how to act in a thunderstorm

III. Preparation for the Film

A. Preview film and select objectives.

B. Gather materials shown in film to be used for simple experiments.

C. Vocabulary

Nouns
electricity
experiment
spark
plastic
cloud
atoms

Nouns (Continued)

number
thunder
ground
scientist
lightning
chain
billions
metal
thunderstorm

Verbs

rubs
repels
changed
jump (scientific term)
attracted
drag

Prepositions

toward
during

Pronoun

everything

Adjectives

small
positive
negative
neutral
unlike
bright
strong
safe

D. Selected idioms and expressions

tall rod
became charged with
do you like
so small that
going to do
have equal numbers of

IV. Motivation

A. Ask following questions:

1. Who has seen a thunderstorm?
2. Have you thought about why it occurred?
3. Who does not like a thunderstorm?
4. Do you think it possible that after you see this film you might have a different idea of thunderstorms?

B. Prepare a bulletin board about thunderstorms.

V. Followup

A. Allow students to prepare a bulletin board entitled "Weather."

B. Perform simple experiments shown in film and answer the questions at conclusion of film .

VI. Resource Materials

A. Films

1. Making Electricity, CFD
2. Weather for Beginners, CFD

B. Filmstrips

1. Electricity, EBF
2. Electricity, MGH
3. Seasons and Weather, series MGH (six filmstrips)
4. Science at Work, EBF Series No. 8040, Magnets, Electricity, Light
5. Weather, (Primary and Intermediate) MGH (three filmstrips)

C. Supplementary reading

1. Bell, Thelma Harrington. Thunderstorm. N. Y.: Viking Press, 1960. 128 pp.
2. Branley, Franklyn Mansfield. Flash, Crash, Rumble and Roll. N. Y.: Crowell, 1964. 40 pp.
3. Zim, Herbert Spencer. Lightning and Thunder. N. Y.: Morrow, 1952. 58 pp.

TYPESETTING

A Captioned Film
for
Intermediate and Advanced Levels

Captioned Films for the Deaf
U.S. Office of Education
Washington, D.C.

Time: 35 minutes

Black and White

I. Film Summary

This film gives an excellent description of the linecasting machine and its three operations: composition, casting and distribution. All are thoroughly explained and illustrated. In addition, the operation and use of a teletypesetter, a perforator and an operating unit are explained and illustrated.

II. Purpose of the Film

A. To give an overall picture of a linecasting machine

B. To show the parts of the linecasting machine

C. To illustrate the three major operations of the machine

D. To explain how a teletypesetter, a perforator and an operating unit work

III. Preparation for the Film

A. Preview the film and select objectives.

B. Gather materials to show to class: matrices, spacebands, linecasting slugs, liners, etc.

C. Basic vocabulary

publishers
typesetting
mechanical
automatic
ejected
circulating
distributor
analyze
wedge
stationary
spaceband
expand

linotype
intertype
basically
slugs
matrix (mat)
matrices (mats)
injected
roman
italic
alignment
assembling
mold
plunger
immersed
crucible
solidifies
keyboard
magazine
partitions
hinged
internal
trigger
escapements
device
simultaneously
slanted
facilitates
trapezoidal
grooves
capacity
sequence
spring
parallel
justification
synchronized
pinion
visecap
insulated
asbestos
elements
thermostats
disc
preselected
suspended
chute
manipulation
indicator

D. Selected idioms and expressions

composing machine
depressing the keys
magazine channel
assembling elevator
punched character
lugs and ears
casting mechanism
characters in relief
first elevator
second elevator
composition of the matrix line
casting of the slug
distribution of the matrices
principle parts
matrix delivery belt
delivery slide
eccentric cam
descending mats
Visilite magazine
star wheel
duplex rail
dovetailed construction
complete cycle
helicoidal screws

IV. Motivation

A. Ask pupils why printing and the linecasting machines are so important to all of us in our everyday life.

B. Ask pupils if they know how type is set on a linecasting machine. Discuss.

C. Display matrices, spacebands, linecasting slugs, liners, etc. to acquaint pupils with real materials.

D. Show pupils the linecasting machine in action, demonstrating as much as possible the operations shown in the film.

V. Followup

A. Suggested activities

1. Have pupils point out on the linecasting machine the parts used in the three operations; composing, casting and distribution.

2. Have pupils explain the functions of these parts.

3. It might be beneficial, after the initial viewing of this film, to show it in three teaching sections. The first section would include the introduction and the composition segment of the film. The second would be the segment on casting, and the third that on distribution and the conclusion of the film. Questions and discussion should follow the viewing of each segment.

4. Set up a bulletin board displaying a large illustration of a linecasting machine. Label each part as deemed necessary.

VI. Resource Materials

A. Books

1. Abel, Oscar R. Mechanics of the Linotype and Intertype. Brooking, S.D.: Lebawarts Press, 1961. 334 pp.

2. Curry, Harold A. Linecasting Keyboard Operation I. New Brunswick N.J.: Curriculum Laboratory, Rutgers U., 1966. 99 pp.

3. Harding, Edwin B. and Loomis, Noel M. Linecasting Operator-Machinist. Pittsburgh, Pa.: Stockton Book Pub., 1958. 264 pp.

4. Intertype, A Book of Instruction for Its Operation and General Maintenance. Brooklyn, N.Y.: Intertype Corp., 1943. 473 pp.

5. Linotype Keyboard Operation. N.Y.: Mergenthaler Linotype Corp.

6. Linotype Machine Principles. N.Y.: Mergenthaler Linotype Corp.

7. Simon, Irving D. The Story of Printing: From Wood Blocks to Electronics. Irvington-on-Hudson, N.Y.: Harvey House, 1965. 128 pp.

VALLEY FORGE

A Captioned Film
for
Advanced and Upper Intermediate Levels

By Arrangement with
Hal Roach

Captioned Films for the Deaf
U.S. Office of Education
Washington, D.C.

Time: 11 minutes

Black and White

I. Film Summary

This film shows General George Washington at Valley Forge. His officers tell him that many American soldiers are leaving the Army because of the terrible hardships and unbearable suffering. Through his conversation with Billy, a drummer boy, Washington explains the ideals for which the new nation is fighting and why he considers it important not to give up.

II. Purpose of the Film

A. To give historical information concerning the American Revolution

B. To set forth some of the causes of the American Revolution and the ideals of the founders of the new United States

C. To depict some of the hardships and suffering endured by those fighting the war

III. Preparation for the Film

A. Preview the film and select objectives.

B. Selected vocabulary

Proper nouns

British
Baron Von Steuben
Valley Forge
Congress
Delaware
Poland
General George Washington
Trenton

Nouns
taxes
camp
secret agent

Verbs
trade
suffer
blame

C. Selected idioms and expressions

break up the army
best for all
for nothing

D. Things to watch for in the film

1. Washington's distress at the desertion of some of his troops
2. Washington's kindness to Billy
3. Washington's concern and desire to establish a new nation
4. Billy's respect and admiration of Washington
5. The officers' return and their silent approval and admiration of Washington's speech
6. Von Steuben's unnoticed arrival and subsequent offer to help
7. Von Steuben's praise of Washington

IV. Motivation

A. Previous preparation should include background work on American Revolution.

B. Display copies of famous paintings, such as Washington Crossing the Delaware, Valley Forge, Spirit of '76

V. Followup

A. Suggested questions

1. Where is Valley Forge?
2. Who met with Washington at Valley Forge?
3. Why were the officers worried?
4. What did General Greene want to do?

5. What answer did Washington give to his officers?

6. Who was Billy?

7. Why did he come to see General Washington?

8. Why was it necessary for the struggle for independence to be sucessful?

9. Why was it necessary to keep the Army together?

10. What freedoms did Washington hope the new nation would offer to oppressed people in other countries?

11. What did Baron Von Steuben offer to teach to the American army?

12. What had Washington taught to his men?

B. Suggested discussion topics

1. How did Washington inspire his officers and men?

2. Upon what ideals of government is our government based?

C. Suggested activities

1. Make a list of people mentioned in the film. Write a paragraph about each telling his contribution to the American Revolution.

2. Have the pupils pretend they are in the army at Valley Forge, and have them write letters home describing their experiences.

VI. Resource Materials

A. Films

1. The American Revolution, CFD

2. George Washington, CFD

3. The Boston Massacre, CFD

B. Filmstrips

1. Valley Forge, EBF

2. The Story of George Washington, SVE

C. Books

1. Flexner, James T. George Washington in the American Revolution (1775-1783). Boston: Little, 1968, 640 pp.

2. Mason, F. Van Wyck. The Winter at Valley Forge. N. Y.: Random House, 1953. 180 pp.

WHY STUDY HOME ECONOMICS

A Captioned Film
for
Intermediate and Advanced Levels

By Arrangement with
Young America Films

Captioned Films for the Deaf
U.S. Office of Education
Washington, D.C.

Time: 11 minutes Black and White

I. Film Summary

This film attempts to rationalize the necessity for studying home economics. Students are encouraged to study various arts involved in becoming a good homemaker.

This reviewer believes that because this film is outdated and rather simplistic in its approach, it will not attain the purposes for which it was intended.

II. Purpose of the Film

A. To encourage the study of home economics

B. To give students some insight into the various occupations which comprise home economics

C. To indicate that the study of home economics can be the prelude to such professions as dietician, bacteriologist, sociologist, psychologist, or textile worker

III. Preparation for the Film

A. Preview the film and select objectives.

B. Vocabulary

Nouns

bacteria
bacteriology
behavior
child development
community
course
costume
design
decorator colors
decoration
dietician
economics
fabric
fiber
history
homemaker
income
institution
money management
nutrition
nursery school
psychology
responsibility
sociology
style
texture
trailer

Adjectives

advanced
attractive
familiar
individual
natural
man-made
related
technical
trained

Verbs

enroll
spend
select
handle
plan

Adverb

wisely

C. Selected idioms and expressions

how to run a home
a waste of time
most important
spend money well
that's not enough

IV. Motivation

A. Give the students a tour of the Home Economics Department.

B. Visit any type of display or function prepared by the current home economics classes.

V. Followup

A. Encourage students to do research on the qualifications for specific related professions, e.g., dietician, social worker.

B. Have students prepare bar graphs to illustrate the necessary qualifications for various professions.

C. Have students prepare bulletin board illustrating various aspects of the film.

VI. Resource Materials

A. Films

1. The ABC of Babysitting, DP
2. Anyone for Nursing, USPH
3. Careers for Girls, MOT

B. Filmstrips

1. The School Cafeteria Worker (Including the Dietician), Occupational Education Series, EG
2. The Variety Store, Occupational Education Series, EG
3. The Nurses Aid, Occupational Education Series, EG
4. The Waitress, Occupational Education Series, EG

C. Books

1. Laird, Helaine. Nancy Keeps House. N. Y.: Cleveland Book Co., 1947. 189 pp.
2. Little, Jean. Home from Far. Boston: Little Brown, 1955. 145 pp.
3. Evans, Eva Know. Home Is a Very Special Place. N. Y.: Capital Publishing Co., 1961. 91 pp.

D. Magazines

1. McCalls
2. Ladies Home Journal
3. Good Housekeeping
4. Family Circle
5. Woman's Day

E. Study prints

1. Set #4 Social Studies Series, Community Helpers
2. Set #34, Hospital Helpers

WHY STUDY SCIENCE

A Captioned Film
for
Intermediate Level

By Arrangement with
Young America Films
(McGraw Hill)

Captioned Films for the Deaf
U.S. Office of Education
Washington, D.C.

Time: 11 minutes　　　　Black and White, SYNCAP

I. Film Summary

Were any students to question the validity of the study of science, this film might be shown. It endeavors to give a realistic basis for the study of science by indicating its place in preparing students for a future career. However, this reviewer believes that these endeavors are extremely simplistic, outmoded, and naive. Whether or not the purpose, for which this film is intended is accomplished, remains to be seen.

II. Purpose of the Film

A. To present a basis for the study of science

B. To explain the necessity of science courses for all careers, including homemaking

C. To appreciate the role of science in everyday living

III. Preparation for the Film

A. Preview the film and select objectives.

B. Vocabulary

Nouns

planets
adventure
space station
science
facts
course

Nouns (continued)

teen-agers
biologist
artist
happiness
photography
knowledge
field trip
career
chemist
agriculture
radiology
minister
history
homemaker
physicist
voter
astronomy
social worker
hobbies

Verbs

travel
vote
destroy
adjust
picked
cures
supply
understand
leave
protects
harm

Adverb

relaxing

Adjectives

special
healthy

C. Selected idioms and expressions

afraid not
m-m-m
get ready
you caught some
that depends
no doubt about it
a lot to think about
talk about
almost touch those stars
doesn't lack imagination
more fun than
have a career

IV. Motivation

A. Caption a blank bulletin board, "Why Study Science?" Have students complete it.

B. Together with the science teacher, arrange a tour of the school laboratory.

C. Discuss with students the occupations which have some basis in science.

V. Followup

A. Encourage students to participate in a class discussion on the relevancy of science in today's world.

B. Invite men of various professions to discuss the need for science in their careers.

VI. Resource Materials

A. Films

1. Come to the Fair, RCSS
2. Not by Chance, NEA
3. The Question Tree, IBM
4. Unheard Melodies, Radiant

B. Filmstrips

1. Learning About Living Things (Series), EBF
2. A Student's Guide to the Science Laboratory, SP
3. World Around Us (Series), MGH

C. Books

1. Beauchamp, Blough and Marshall, Bailey. Science in Discovering. Chicago: Scott Foresman and Co., 1964.
2. The International Pictorial Treasury of Knowledge. Science and Discovery. Englewood Cliffs, N. J.: International Graphic Society, 1960.
3. Stepp, Ann. Setting Up a Science Project. Englewood Cliffs, N. J.: Prentice-Hall, 1966. 56 pp.
4. Swezey, Kenneth M. Science Shows You How. N. Y.: McGraw-Hill, 1964. 96 pp.

WOODWORKERS

A Captioned Film
for
Intermediate and Advanced Levels

By Arrangement with
AFL-CIO

Captioned Films for the Deaf
U.S. Office of Education
Washington, D.C.

Time: 11 minutes Black and White

I. Film Summary

This film follows the process of lumbering from the falling of trees to the finished boards leaving the saw mill. The skills of the loggers, saw operators, and sorters are explained and depicted. However, the film dates itself by stating that lumbering is one of the most important industries of the U.S.

II. Purpose of the Film

A. To show the stages involved in the manufacturing of lumber from a tree to a board

B. To show the various occupations involved in the process of manufacturing lumber

C. To show that these occupations are highly skilled jobs

III. Preparation for the Film

A. Preview the film and select objectives.

B. Gather visual aids, e.g., (1) pictures of various occupations involved in lumbering and manufacturing, (2) actual wood products or by-products, and (3) specimens of various types of wood, etc.

C. Selected vocabulary

Nouns

woodworkers
uses
materials
products
shield
gang saw
plywood
green chain
crane
logger
groove
board feet
planing machine
sawmill
machines
boom boat
bark
saw teeth
conveyor
veneer
kiln
grappling hooks
pulp
diameter
furniture
jambs
lumbering
band saw
sawyer
grain
grinding wheel
control panel
trap doors
stacks
siding
operator
tongue
variety
length
window frames

Verbs

invent
sort
forced through
grinds
seasoned
reseeded
jammed
wasted
inspects
cured
bundled
peeled off
sharpen
grades
smoothed

Adjectives

unbelievable
finest
responsible
valuable
legendary
raw
skilled
easier
sure-footed
necessary

Adverbs

forward
correctly
backwards
hardly
sidewards

D. Selected idioms and expressions

cut better
each tooth

IV. Motivation

Prepare a bulletin board display and discuss wood products, the lumbering process and lumbering occupations.

V. Followup

A. Suggested questions

1. How are logs transported?

2. Name two methods by which lumber is dried.

3. Why must saws be kept sharp?

4. Describe some of the skills needed by a man who operates the saws in a lumber mill.

5. What is a kiln?

6. How does a kiln operate?

B. Suggested activities

1. Obtain a small fireplace log and trace the stages of lumbering in the classroom: (a) cut the tree down, (b) take the bark off, (c) cut the wood into boards, (d) stack lumber in a pile and let it air-dry, and (e) run the wood through the planer.

2. Have students list products made from wood.

3. Have students make a flow chart showing a log entering a lumber mill and exiting as a board.

4. Have students discuss which job they would like to do if they were lumbermen.

VI. Resource Materials

A. Films

1. American Walnut, AWMA

2. Mahogany-Wood of the Ages, MAI

3. Miracle in Wood, DFPA

4. Prefabrication with Plywood, DFPA

5. Trees and Homes, WSC

6. Trees for Tomorrow, NYSDC

B. Filmstrips

1. Forest and Forest Products, set of 5, BF

a. Paper Industry: Trees in the Forest

b. Plywood Industry

c. Redwood Lumber Industry: Lumber Mill

d. Redwood Lumber Industry: Planning Mill

C. Books

1. Feirer, John L. Woodworking for Industry. Peoria, Ill.: Bennet Co., 1963.

2. Glessinger, E. The Coming Age of Wood. N.Y.: Simon and Schuster, 1949.

3. Meyers, L.H. Plywood (What is It-What It Does). N.Y.: McGraw-Hill, 1947.

4. Newell, A. C. Wood and Lumber. Peoria: Bennett, 1927.

5. Noble, L. H. & Evrill, R. B. From Forest to Wood Worker. Milwaukee: Bruce, 1938.

6. Olson, Delmar W. Industrial Arts for the General Shop. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1955.

D. Posters

1. Products of American Forests. American Forest Products Industries, Inc., Wash. D.C.

2. Where We Grow Our Trees, American Forest Products Industries, Inc., Wash. D.C.

3. Wood, The Versatile Material. American Forest Products Industries, Inc., Wash. D.C.

WRITING BETTER BUSINESS LETTERS

A Captioned Film
for
Intermediate Level

By Arrangement with
Coronet Films

Time: 11 minutes Color

I. Film Summary

This film demonstrates clearly and concisely the necessary form and content required for business correspondence.

II. Purpose of the Film

A. To demonstrate the correct form for business letters

B. To demonstrate that which is necessary for the content of business letters

C. To impress students with the benefits of well-styled business correspondence

III. Preparation for the Film

A. Preview the film and select objectives.

B. Select desired basic vocabulary.

Nouns
business office
example
album
information
carbon copy
paragraph
money order
postage
form
style
wording
request
salutation
complimentary close
business letter
complaint
service
courtesy
appreciation
arrangements
records
changes
catalog
impression

Verbs

answer
greet
figures
check
enclose
centering

Adjectives

interesting
neat
personal
exact
block
indented
consistent
proper
complete
well-centered
specific
prompt

Adverbs

promptly
poorly

Participle

rewriting

C. Selected idioms and expressions

different kinds of
looks pretty good
pays attention
that's a good idea
told him so
letter of application
don't happen
accomplishes its purpose
get to the point

IV. Motivation

A. Introduce students to the concept of business letters when some interesting article is needed for a class project. Plan to whom the letter should be written, what article is requested, what form should be used.

B. Ask students if it is possible to apply for a position in a way other than a personal interview.

C. Ask students what could be done if they have purchased a defective article in an out-of-town store.

V. Followup

A. Have students write a business letter requesting some necessary personal article. Have them use a catalog in order to obtain the necessary information.

B. Have students write a letter of complaint about the receipt of a damaged article. Show completed letters on the opaque projector.

C. Have students apply for a summer position.

VI. Resource Materials

A. Films

1. Building Better Paragraphs, COR

2. How to Write Effectively, COR

3. Making Sense with Sentences, COR

B. Filmstrip

Effective Business Correspondence, MGH

C. Book

1. Jacobson, Helen and Mischel, Florence. The First Book of Letter Writing. Watts, F., 1957.

2. Classen, H. George. Better Business English. N.Y.: Arco Publishing Co., 1966. 108 pp.

ADVANCED

ACCOUNTING: BASIC PROCEDURES

A Captioned Film
for
Advanced Level

By Arrangement with
Coronet Films

Captioned Films for the Deaf
U.S. Office of Education
Washington, D.C.

Time: 11 minutes Color

I. Film Summary

When Jim sells his lawn-mower rental business, he has to find answers to the questions: How much did he make last year? What does he own now? How much does he owe to others? Standard methods of keeping ledgers and journals are illustrated and explained.

II. Purpose of the Film

A. To show the importance of accounting in business

B. To explain some of the commonly used procedures in accounting

C. To explain some of the basic vocabulary used in accounting

III. Preparation for the Film

A. Preview the film and select objectives.

B. Select vocabulary.

accountants
accounting
advertising
assets
bookkeepers
bought
debit
entries
equipment
expenses
figures
income
liabilities
liability
owe
post
posting
records

B. Vocabulary (continued)

business
cash
companies
credit
interest
journal
ledger
lent
rents
repaying
total
transactions

C. Selected idioms and expressions

financial transactions
business transaction
business records
power mower
business student
balance sheet
office supplies
general credit
spare parts
repair kit
business report
Income Statement
debit account
source of income
bookkeeping system
opening entry
net worth
net income
net profit
Profit and Loss Statement
cash credit
general debit

D. Things to watch for in the film

1. The items considered to be assets versus those considered to be liabilities

2. The transfer of information from a balance sheet to a journal and from a journal to a ledger

3. The increased complexity of the procedures used in working with a cash journal

IV. Motivation

A. Pupils should have an understanding of the basic accounting vocabulary.

B. Create and discuss teacher-made transparencies for balance sheet, income statement, ledger and journal.

C. Establish a small business and discuss the need for accounting procedures.

V. Followup

A. Suggested discussion questions

1. What is the purpose of a balance sheet, income statement, ledger and the journal?

2. Contrast Jim's assets with his liabilities.

3. How do you obtain the net income?

4. Where are daily transactions listed?

5. What is cash considered to be when listed in the cash debit column?

6. Compare business accounting with a household budget.

B. Suggested activities

Play game of monopoly and have each pupil establish his own accounting system.

VI. Resource Materials

A. Filmstrips

1. Bookkeeping Equation and the Balance Sheet, MGH
2. Closing Entries, MGH
3. Journalizing and Posting, MGH
4. Preparation of the Work Sheet and Financial Statements, MGH
5. Preparing the Trial Balance, MGH
6. Use of Accounts and Analysis of Transactions, MGH

B. Books

1. Arnold, Pauline and White, Percival. Money: Make It, Spend It, Save It. N.Y.: Holiday House, 1962. 229 pp.
2. Barr, Jene. What Can Money Do? Whitman, 1967.
3. O'Toole, Edward T. The New World of Banking. N.Y.: Dodd, Mead, 1965. 79 pp.
4. Sarnoff, Paul. The Story of Wall Street. N.Y.: Messner, 1968.
5. Wolfbein, Seymour L. Occupational Information. N.Y.: Random, 1968.

JOHN ADAMS
(Profiles in Courage Series)

A Captioned Film
for
Advanced Level

By Arrangement with
Robert Saudek Associates

Captioned Films for the Deaf
U.S. Office of Education
Washington, D.C.

Time: 50 minutes

Black and White

I. Film Summary

This film gives some insight into the character and courage of John Adams as a young lawyer. His concern for the laws and the rights of individuals is emphasized. The story is based on events leading to the Boston Massacre in 1770.

II. Purpose of the Film

To show John Adams' personal courage in defending the rights of British soldiers despite his belief in colonial liberty

III. Preparation for the Film

A. Preview the film and select objectives.

B. Choose basic vocabulary.

1. Partial list of characters

    John Adams
    Abagail Adams
    Sam Adams
    Josiah Quincy
    Montgomery
    Killroy

2. Selected vocabulary

    adjournment
    ambitious
    evidence
    favor (v.)
    (the) Prosecution
    rebel (v.)

Selected vocabulary (continued)

apologize
bayonet
cause (n.)
coin
colonials
complaints
compliments
console (v.)
copy
corpse
cross-examine
cutlasses
defend
dishonor
disturbances
guard (n.)
illegal
indictments
innocent
intent
jury
malice
manslaughter
mob
muskets
offended
opponents
perjury
prejudice
principles
Redcoats
representation
retainer
revenge
self-defense
sentry
sergeant
smuggled
sword
troublemaker
victims
violence
watchword
wound (n)
wrongdoers

3. Selected idioms and expressions

Declaration of Independence
Sons of Liberty
Boston Massacre
Lobster!
Bloody-back!
members of Parliament
sworn account
false alarm
unlawful assembly
pleaded not guilty
were the guns loaded
enforce tax laws
bend the truth
take advantage of
without trial
trouble was brewing
men have natural rights

C. Things to watch for in the film

1. How the townspeople are aroused and incited to riot beginning with name-calling and snowball-throwing by the children

2. How John Adams becomes aware of the angry mood of the townspeople

3. How the bell is used as a signal to arouse the townspeople

4. How John Adams thoughts are included in the captions

5. The token amount that John Adams accepted as a retainer for representing the British soldiers

IV. Motivation

A. Pupils should have a background knowledge of events leading to the Boston Massacre.

B. Discuss the meaning of these legal terms: self-defense, manslaughter, and murder.

C. Prepare a bulletin board display and discuss the idea of trial by jury including judge, jury, prosecution, defense, defendants, witnesses, verdict, cross-examination, etc.

V. Followup

A. Suggested discussion questions

1. What is your opinion concerning types of punishment for murder: imprisonment vs. capital punishment; for manslaughter: imprisonment vs. branding of left thumb, as shown in film; etc.?

2. Discuss some of the causes and effects of inciting a mob to violence; relate this question to past and present events.

3. Reconcile John Adams' membership in the Sons of Liberty with his acceptance to act as a defense attorney for the British soldiers.

B. Suggested activities

1. Have each pupil write a biographical sketch of John Adams based on library research.

2. Hold a mock trial with students assuming roles of judge, jury, etc. (see IV C).

3. Collect news items describing current trials and have pupils identify defendants, witnesses, etc. as a means of reinforcing the trial by jury concept.

VI. Resource Materials

A. Films

1. The Sons of Liberty, TFC

2. The Boston Massacre, CFD

B. Filmstrip

American Leaders, MGH

C. Books

1. The American Heritage Pictorial History of the Presidents. N. Y.: Simon, 1968, 1024 pp.

2. Boys' Life (Ed.). Ahead of Their Time. N. Y.: Putnam, 1968, 160 pp.

3. Durant, John and Alice. Pictorial History of American Presidents, 4th rev. ed. New Jersey: Barnes, 1965, 356 pp.

4. McGee, Dorothy H. Famous Singers of the Declaration. N. Y.: Dodd, 1955. 307 pp.

5. National Geographic Society. Our Country's Presidents. Washington, D.C.: The Society, 1966, 248 pp.

JOHN QUINCY ADAMS
(Profiles in Courage Series)

A Captioned Film
for
Advanced Level

By Arrangement with
Robert Saudek Associates

Captioned Films for the Deaf
U.S. Office of Education
Washington, D.C.

Time: 50 minutes — Black and White

I. Film Summary

The film describes some events in the political and personal life of John Quincy Adams during the period of time he served as a Senator from Massachusetts. Through a series of naval encounters, Britain provoked American retaliation. Senator Adams' dedication to his country is highlighted as he firmly supports the Embargo Act against Britain despite the threat to his political ambitions.

II. Purpose of the Film

A. To show the courage of John Quincy Adams in the conflict between his political ambitions and his personal integrity

B. To show England's disregard for American sovereignty and freedom of the seas

III. Preparation for the Film

A. Preview the film and select objectives.

B. Choose basic vocabulary.

1. Partial list of characters

John Quincy Adams	John Adams
Louisa Adams	President Jefferson

Partial list of characters (continued)

Mr. Gray
Senator Pickering
Mr. George Rose
Meriwether Lewis

2. Selected vocabulary

ahoy
amiable
arrogant
austere
bribed
britches
Chesapeake
colleagues
confiscate
contempt
contemptuous
crook (bend)
descendants
diary
embargo
esteem
exaggerated
Federalist
grievances
harassment
impose
impressed (into service)
impulse
incline (tend toward)
independent
indignant
industrious
intellect
Leopard
linsey-woolsey
Louisiana
mere
negotiate
noxious
obvious
offensive
Potomac
produce (n.)
protest (n.)
provoke
prudent
Republicans
resolve
respond
retire (leave)
scoundrel
secession
selectman
short-handed
slovenly
sober
squall
tact
temporize
threat
vex
virtuous
weapon

3. Selected idioms and expressions

request permission to board
Captain . . . presents his respects
plow right through him
bring her into the wind
British piracy
freedom of the seas
whistle the tune he listens for
special interests
to give up . . . principle
ornament of civilization
Jefferson's creature
Captain's compliments
pressed into . . . service
secure the ladder
British deserter
American sovereignty
rights and freedoms
regional interests
to change . . . character
out of style
strengthen our hand

C. Things to watch for in the film

1. The refusal of the American captain to return American sailors to the British as deserters

2. The implied threat made by Senator Pickering to Senator Adams

3. John Adams advice to his son

4. Mrs. Adams' attempts to divert her husband's attentions from his worries and her later attempts to improve his sociability

5. Mr. George Rose's contempt for things American and his needling of Meriwether Lewis

6. The pressure exerted by the New England senators in their attempt to gain Adams' cooperation

7. Mrs. Adams' attempts at feminine persuasion

8. The work on his poem that strengthens Adams' resolve to oppose the New England senators

IV. Motivation

A. Pupils should have a knowledge of the British harassment of American ships, impressment of American sailors, the Embargo Act, and other events that led to the War of 1812.

B. Draw and label a map tracing the route of the Meriwether Lewis and William Clark Expedition to the Pacific Ocean.

V. Followup

A. Suggested discussion questions

1. How did the impressment of American citizens impinge upon the political sovereignty of the U.S.?

2. Why did President Jefferson single out John Quincy Adams as the sponsor of the Embargo Bill in Congress?

3. Why did Mr. George Rose, representative of the British Admiralty, show contempt for America and things American?

4. How did Adams resolve the conflict between his political ambitions and his personal integrity?

5. Why was New England so afraid of the Embargo Act? How would the economy of the region change as a result of its passage?

B. Suggested activities

1. Have each pupil prepare a written report on the life of John Quincy Adams.

2. Have pupils write reports describing various aspects of the Lewis and Clark Expedition, e.g., preparation for the journey, difficulties encountered, various discoveries made, the role of Sacajawea, etc.

VI. Resource Materials

A. Films

1. John Quincy Adams, EBF
2. Lewis and Clark, EBF
3. The War of 1812, CFD

B. Books

1. Bakeless, John. The Adventures of Lewis and Clark. Boston: Houghton, 1962. 183 pp.
2. Hoehling, Mary. Yankee in the White House: John Quincy Adams. N. Y.: Messner, 1963. 191 pp.
3. Hoyt, Edwin P. The Amistad Affair. N. Y.: Abelard, 1968. 256 pp.
4. McConnell, Jane. Our First Ladies. N. Y.: Crowell, 1964. pp. 71-82.
5. Morris, Richard B. The First Book of the War of 1812. N. Y.: Watts F., 1961. 64 pp.
6. National Geographic Society. Our Country's Presidents. Washington, D.C.: The Society, 1966. 248 pp.
7. Newberger, Richard L. The Lewis and Clark Expedition. N. Y.: Random House, 1951. 180 pp.
8. Neuberger, Richard L. The Lewis and Clark Expedition. N. Y.: Random House, 1951. 180 pp.
9. Kennedy, John F. Profiles in Courage. N. Y.: Harper and Brothers, 1961. Pages 9-28.

JOHN PETER ALTGELD
(Profiles in Courage Series)

A Captioned Film
for
Advanced Level

By Arrangement with
Robert Saudek Associates

Captioned Films for the Deaf
U.S. Office of Education
Washington, D.C.

Time: 50 minutes Black and White

I. Film Summary

This film shows the courage of John Peter Altgeld when he chose to grant full pardon to three men convicted as accessories to murder during the Haymarket Square Riot of 1886. His decision to pardon these prisoners, made after a review of the trial proceedings, resulted in a national scandal, personal political ruin, and public denunciation.

II. Purpose of the Film

To show the personal courage of John Peter Altgeld in his devotion to justice and the law in spite of possible political ruin and adverse public opinion

III. Preparation for the Film

A. Preview the film and select objectives.

B. Choose basic vocabulary.

1. Partial list of characters

Albert Parson
Lucy Parson
John Peter Altgeld
George Schilling
William Hinrichsen
Brand Whitlock
Carter Harrison

2. Selected vocabulary

accessories
affidavits
alien
ambition
amnesty
anarchists
appalling
assassins
atheists
banned
betrayal
bluntness
blustering
bomb
bribes
capitalists
clemency
clubbed
communists
compromise
condemned
conspiracy
conspirators
convictions
corruption
cronies
defendants
democracy
dungheap
dynamite
emulate
exposing
fanatical
fiery
framed
futile
guts
hide
immediately
inauguration
incompetent
irritable
insinuations
integrity
judge
judicial
labor
lackey
lawyer
legacy
legislature
loud-mouthed
malice
misjudging
misled
ninny
opinion
pacify
pardon
peaceably
penology
perjured
perjury
preach
perseverance
precedence
prejudice
pressure
principle
proofs
prosecution
pyramids
rationalize
revolutionaries
rioted
sacrifice
scorn
socialistic
succumb
tainted
threatened
toast
tolerate
tragedy
vicious
viper
violence

C. Selected idioms and expressions

Garyism
preach the use of . . .
overthrow the government
jump the gap
armed resistance
shirk the issues
anarchy is on trial
in accordance with the verdict
snide little wise guy
Franchise Bill
old skin game
compromise to stay on top
subjects linked
clemency pardon
hard labor
plain baloney
Amnesty Association
mercy petitions
sworn statements
scream like stuck pigs
construction and franchise bills
hair shirt
kill you politically and financially
quarry workers
state militia
party support
be true to yourself
exposing the courts errors

Selected idioms and expressions (continued)

full pardon
Law and Order
devoted to law
national scandal
burned in effigy
fat capitalists
spouting sauerkraut
Pinkerton men
defender of the underdog
shooting crap
playing poker
wildest coalition
true and blue
in conspiracy with
just my way of talking
preached hate
rot in jail
commit suicide
party business

strength of character
slimy demagogue
social reform
cried out for hate and violence
humane act
political cronies
linked with
on strike
break the law
in accord with
let the blood be on their hands
not your style
labor figure
public figure
a betrayal of justice
at stake
long faces
old hat
without precedent

D. Things to watch for in the film

1. Albert Parson's unwavering belief in his cause
2. The emotional involvement of George Schilling, lawyer for the Anarchists
3. The cool detachment of Judge Altgeld regarding the sentences imposed upon the Anarchists
4. George Schilling's attempt to bait Judge Altgeld into action in the hope that he can influence the death sentence imposed on the Anarchists
5. The way in which service to the Party is rewarded by appointments to public office after elections
6. William Hinrichsen's political advice to Governor Altgeld
7. Altgeld's distress while reading the proceedings of the trial of the Anarchists
8. The mayor's attempt to influence Altgeld's possible pardon of the Anarchists
9. The effect of Parson's last letter to his children on Altgeld's realization that he must be true to his own ideals of justice
10. The decision to grant a full pardon to the Anarchists despite political pressures and possible public denunciation

IV. Motivation

A. Discuss the events leading to the Haymarket Square Riot in Chicago, Illinois, in 1886.

B. Discuss amnesty and contrast a clemency pardon with a full pardon.

C. Read and discuss Vachel Lindsay's poem, The Eagle that Is Forgotten.

V. Followup

A. Suggested discussion questions

1. Discuss the beginnings of the labor movement in the United States and the effect of the Haymarket Square Riot on this movement.

2. Discuss political patronage and the Spoils System with reference to the Civil Service Acts.

3. Discuss the qualifications for the office of President as described in the Constitution of the United States; did Altgeld meet these qualifications?

B. Suggested activities

1. Have pupils prepare a bulletin board display using pictures and biographical sketches of outstanding labor leaders, past and present.

2. Make a time-line of outstanding events in the labor movement in the United States, from its inception to the present.

VI. Resource Materials

A. Films

1. The Labor Movement: Beginnings and Growth in America, COR

2. Rise of Organized Labor, MGH

B. Books

1. Bloomstein, Morris J. Verdict: The Jury System. N. Y.: Dodd, Mead, 1968.

2. Brooks, Thomas R. Picket Lines and Bargaining Tables. N. Y.: Grosset and Dunlap, 1968.

3. Werstein, Irving. The Great Struggle. N. Y.: Scribner, 1965. 190 pp.

VII. Errata

Caption	Correction
plain baloney	pure baloney
bible	Bible
2 years ago	8 years ago
65,000	60,000

AMERICANS AT WORK
AIRCRAFT MACHINISTS

A Captioned Film
for
Advanced Level

By Arrangement with
AFL-CIO

Captioned Films for the Deaf
U.S. Office of Education
Washington, D.C.

Time: 14 minutes Black and White

I. Film Summary

The various functions of the machinists who help man to master land, sea, and air are concisely shown in this film. Clearly depicted are the tools and machinery used in the manufacture of planes, the assembly of the aircraft, and the testing of the plane to insure the safety of future passengers and crew.

II. Purpose of the Film

A. To explain the design and manufacture of aircraft

B. To show the necessity for a multitude of workers in the manufacturing of a plane

C. To encourage students to consider the work of an aircraft machinist as a career

D. To encourage pride in work

E. To emphasize the safety features incorporated into air flight

III. Preparation for the Film

A. Preview the film and select objectives.

B. Vocabulary

Nouns

passenger
bombers
aircraft industry
operations
materials
tails
wing span
qualities
inspection
requirements
fluids
comfort
crew member
assembly line
aluminum alloys
machinery
fuselage
jets
sub-contractors
machinist
rivet
frame
vessels and valves
titanium
fighters
output
riveter
tools
wings
transport
suppliers
skills
horseshoe nail
connection
features

Verbs

socialize
stretch
designed
install
assembled

Adjectives

fine
safety
complicated
human (error)

Adverbs

constantly
exactly

C. Selected idioms and expressions

four stories tall
master of the air
moved into plane
goes on at the same time
a million square feet
increased the output
flow of fluids
proud of their skill

IV. Motivation

A. Prepare a bulletin board illustrating airplanes at different stages of construction.

B. Have a contest among the students to see who can calculate most accurately the amount of time necessary for the completion of an airplane (from design to final delivery). Answer is in film.

C. Have students research the types of materials and operations used in the manufacture of planes.

V. Followup

A. Have students prepare a written report on the work of an aircraft machinist.

B. If the school has a machine shop, plan a tour to give students first-hand experience with some industrial tools and machinery.

C. Discuss the effects of war and peace on the production of aircraft.

IV. Resource Materials

A. Films

1. Airplanes: How They Fly, EBF
2. Airport in the Jet Age, CFD
3. Cloud Sailing, Carousel
4. How an Airplane Flies, Shell
5. Mr. Withers Stops the Clock, Sterling
6. Wings Like Eagles, Hotchkiss

B. Filmstrips

1. Careers in Aviation, FAA
2. Flying's for Everyone, UAC

C. Books

1. Lopshire, Robert. A Beginner's Guide to Building and Flying Model Airplanes. N. Y.: Harper and Row, 1967. 128 pp.
2. McFarland, Kenton D. Airplanes, How They Work. N. Y.: Putnam, 1966. 95 pp.
3. Pollinger, Gerald J. Strange but They Flew. N. Y.: Putnam, 1967. 71 pp.
4. Victor, Edward. Planes and Rockets. Chicago: Follett, 1965. 30 pp.

APTITUDES AND OCCUPATIONS
(Second Edition)

A Captioned Film
for
Advanced Level

By Arrangement with
Coronet Films

Captioned Films for the Deaf
U.S. Office of Education
Washington, D.C.

Time: 16 minutes Color

I. Film Summary

A group of students and their counselor examine scholastic achievement, aptitude, and interest tests - the basic types used to guide students toward the selection of a satisfying occupation. The basic groups of aptitudes and interests are fully illustrated in scenes detailing a variety of occupational categories. Individual counseling and consideration of scholastic records and extracurricular activities are stressed as necessary adjuncts of testing.

II. Purpose of the Film

A. To stimulate students to think about what they would like to be, in order to begin the necessary training and take the necessary courses

B. To put their minds at ease regarding these tests since answers will not be marked right or wrong, but will be used to determine where their interests and aptitudes lie

C. To show that people work better and are usually happier doing something for which they have the ability

D. To make the students aware of the different kinds of tests, their purposes and format

E. To show the necessity of determining all three aspects: achievements, aptitudes and interests

III. Preparation for the Film

A. Preview the film and select objectives.

B. Gather teaching aids:

1. Samples of tests discussed in the film
2. Posters and/or pamphlets discussing various occupations
3. Dictionary of occupational titles

C. Select desired vocabulary.

Nouns
relatives
careers
aptitudes
achievement test
talent
salesman
architect
satisfaction
welfare
journalists
products
musician
archeology
airline hostess
occupations
interests
mathematician
flair
philosopher
secretary
chemists
ministry
talents
services
performer
ballerina
construction worker
hobbies
scientist
skill
historian
author
biologists
lawyer
machinery
stockbrokers
livestock
space shots
counselor
failure
draftsman
accountant
machinist
playwright
social services
copywriter
executives
decorating
subjects

Verbs
inspire
indicate
selecting
receive
suggest
decide
adjust
raise
explain
enjoyed
match
discuss
predict
measured
prefer

Adjectives
glamorous
complex
scientific
scholastic
business
numerical

D. Selected idioms and expressions

multiple choice questions
scholastic achievement tests
social services
reasoning aptitudes
professional people
business interests
business careers
complex equipment
dictionary of occupational titles
industrial engineer
mechanical aptitudes

3

IV. Motivation

A. Bulletin board display - "What will you be?" In the center draw the outline of a person. Around the outline, have pictures showing various occupations. Place a question mark in the center of the outline of the person.

B. Bring in posters or pamphlets of various occupations and discuss their duties and educational requirements.

C. Invite several persons working at different jobs to talk to the class about their work and the requirements for such work.

D. Have students watch the film to find the answers to the following questions:

1. How do you choose an occupation?
2. Upon what does job success depend?
3. How can you decide on a certain job?

V. Followup

A. Suggested questions:

1. How have some students become interested in different kinds of careers?
2. How do you choose an occupation?
3. How do you know what your aptitudes, interests and abilities are?
4. What are the purposes of tests?
5. Where can you find information about certain occupations?
6. Upon what does job success depend?
7. What do aptitude tests predict?
8. What is the purpose of the scholastic achievement test?
9. Who makes these tests? (trained people and experienced teachers)
10. What do scores tell you?
11. What is aptitude?
12. What aptitude does a salesman have?
13. What aptitude does an accountant have?

14. What aptitude does a philosopher or historian have?

15. What aptitude does a machinist have?

16. How does an interest in an occupation help you?

17. How does a guidance counselor help you choose an occupation?

VI. Resource Materials

A. Filmstrip

1. The Job Interview, EG

B. Additional Resources

1. Application forms for various kinds of jobs

BANKS AND CREDIT

A Captioned Film
for
Advanced Level

By Arrangement with
Coronet Films

Captioned Films for the Deaf
U.S. Office of Education
Washington, D.C.

Time: 11 minutes Color

I. Film Summary

This film demonstrates the services rendered by banks and the techniques involved in rendering these services quickly and carefully. The meaning of credit is propounded.

II. Purpose of the Film

A. To illustrate the services rendered by banks

B. To demonstrate the meaning of credit

C. To examine the bookkeeping department of a bank

D. To illustrate cash deposit, cash withdrawal, credit transfer and checking accounts.

III. Preparation for the Film

A. Preview the film and select objectives.

B. Select desired basic vocabulary.

Nouns

credit
bookkeeping department
depositor
account
balance sheet
capital stock
community
liability
savings account
time deposits
check
certified check
bank draft
interest

Nouns (Continued)
assets
cash
stockholder
government bonds
demand deposits
deposit slip
federal government
payroll
transactions
promissory note

Verbs
balance (checks)
issue
insure
appear
remodel
owe
substitute
record
deals
purchase
discount
borrow
creates

Adjectives
trustworthy
reliable
financial
slack

Participle
deducting

C. Selected idioms and expressions

meet future needs
on the other side of the balance
write checks against
credit is increased
two thousand dollars worth of goods
take advantage of this
minus interest
discounting a note
comparatively little cash

IV. Motivation

A. Visit a local bank to observe the depositing and withdrawal of money. Note such workers as bank guard, cashiers, officers.

B. Examine bank deposit and withdrawal slips.

V. Followup

A. If feasible, check the bank books of several students. Check the bookkeeping process involved when a deposit or withdrawal is made.

B. Note the interest incurred on bank accounts over a period of time.

C. Discuss a check as transfer of credit.

D. Discuss the factors necessary for obtaining credit.

E. What are some of the purposes for which credit is extended?

VI. Resource Materials

A. Films

1. Banking in Action, AF
2. Banks and Credit, COR
3. Check Collection Process, Industrial Union
4. Credit and Loans, Progressive Films
5. Money in the Bank and Out, Churchill
6. My Financial Career, NFBC

B. Filmstrips

1. Money, Series 3, No. 31-66, CFD
2. Time and Money, EG
3. The Story of Money, MGH

C. Books

1. Buehr, Walter. Treasure, The Story of Money and Its Safe Guarding. N.Y.: Putnam, 1955.
2. Gay, Kathlyn. Money Isn't Everything, The Story of Economics at Work. N.Y.: Delacorte, 1967. 96 pp.
3. Russell, Solveiq Paulson. From Barter to Gold, The Story of Money. Chicago: Rand McNally, 1961. 64 pp.

BIOGRAPHY OF THE UNBORN

A Captioned Film
for
Advanced Level

By Arrangement with
Encyclopaedia Britannica Films

Captioned Films for the Deaf
U.S. Office of Education
Washington, D.C.

Time: 18 minutes

Black and White, SYNCAP

I. Film Summary

This is the story of the first nine months of human life--from the moment of conception until birth. It indicates how man comes out of the unknown, enters the phase of life which all human beings of all races have in common, and continues to grow until he attains a human life which can be lived independently.

II. Purpose of the Film

A. To show how the fetus develops during the first nine months of life

B. To show the growth of the various systems before birth

C. To give students an appreciation of human life

III. Preparation for the Film

A. Preview the film and select objectives.

B. Vocabulary

Nouns

egg
Fallopian tube
sperm
fertilization
microscope
photomicrograph

Nouns (continued)
cells
throphoblast
embryonic disc
"blood islands"
vitamins
food canal
organs
incubator
chromosomes
nourishment
embryo
blood corpuscles
minerals
fetus
womb
endocrine glands
uterus
cavities
yolk sac
hormones
groove
glands
umbilical cord
air sacs

Verbs
divide
thickens

Adjectives
outer-inner
empty
protective

C. Selected idioms and expressions

man comes out of the unknown
small solid mass
quickening of the womb
covering all body organs
a lot happens
thumbnail size
different line patterns

IV. Motivation

A. Review the development of life among plants and animals.

B. Introduce students to the idea that human growth and development are similar to the above.

C. Perhaps some questions, as to where man actually comes from, would be in order at this point.

V. Followup

A. Talk to students by either school doctor or nurse. Follow with a question and answer period.

B. With separate groups for boys and girls, a discussion with a married couple might be in order.

VI. Resource Materials

A. Films

1. Boy to Man, CFD
2. The Day Life Begins, CFD

3. Eggs to Chickens, CFD

4. Girl to Woman, CFD

5. Human Body: Reproductive System, CFD

6. Life Story of a Toad, CFD

7. Mammals Are Interesting, CFD

B. Visual Products 3M Transparencies

1. The Family, Cat. #4161

2. The Origin and Evolution of Life, Science Series #51, Cat. #297

C. Books

1. Alexenberg, Melvin L. What Is a Human. Chicago: Benefic Press, 1964. 46 pp.

2. American Medical Association. The Wonderful Human Machine. Chicago: 1961. 56 pp.

3. Bauer, W. W. Moving into Manhood. N. Y.: Doubleday, 1963. 105 pp.

4. Burton, Virginia L. Life Story. Boston: Houghton, 1962. 67 pp.

5. Cain, Arthur H. Young People and Sex. N. Y.: John Day, 1967. 127 pp.

6. Johnson, Eric W. Love and Sex in Plain Language. N. Y.: Lippincott, 1967. 67 pp.

BOOKMAKERS

A Captioned Film
for
Advanced Level

By Arrangement with
AFL-CIO

Captioned Films for the Deaf
U.S. Office of Education
Washington, D.C.

Time: 16 minutes Black and White, SYNCAP

I. Film Summary

The beautiful art of restoring old books and binding new volumes is presented to the viewer. Included in the film are such processes as pamphlet making and ruling the pages of ledgers.

II. Purpose of the Film

A. To introduce students to the art of restoring old books

B. To appreciate the process of making new books

C. To encourage students to consider bookmaking as possible career

III. Preparation for the Film

A. Preview the film and select objectives.

B. Vocabulary

Nouns
bookmaker
event
patience
pattern
lettering
folding machine
mashing machine
writer
thoughts
effect
boards
intelligence
trimming machine
signature
printer
skins
apprentice
information
cover
seamstress
craftsman

case
pamphlets
spiral notebook
handicraft
ruled pages
forms
bookkeeping
records
artist

Verbs
carved
repair
fitted
printed
restored
run-off
understand
sewed

Adjectives
unstrung
skillful
valuable

Adverbs
carefully
correctly

Conjunction
although

C. Selected idioms and expressions

loving art
fast moving saddle
understand each other
taken apart
give the same effect
pressed into final shape
depends on his intelligence
follow a craft
helped to develop knowledge
skillfully spatters on
will last longer

IV. Motivation

A. Exhibit several loosely bound books to show how volumes are divided into signatures before they are bound.

B. Prepare a display table with several pamphlets to illustrate different types of binding, i.e. saddle stitching, side stitching, spiral binding, plastic binding and regular hard cover binding.

C. Question students as to the possibility of restoring a treasured old volume. Where? Why? How?

V. Followup

A. Plan a trip to a local book bindery. See how closely the process resembles that shown in the film.

B. Plan a class book repair project using discarded library books.

C. If the school has a print shop, have students observe and compare the similarity of processes in printing and book-making.

VI. Resource Materials

A. Films

1. Beginning Responsibility: Books and Their Care, Coronet
2. The Book, EBF
3. Love of Books, BIS
4. Printing Through the Ages, EBF
5. Story of a Book, Churchill
6. Typesetting, CFD

B. Filmstrips

1. Safety in School Shops and Gymnasium, EG

C. Books

1. Cooke, David Coxe. How Books Are Made. N.Y.: Dodd, Mead, 1963. 63 pp.
2. Curry, Harold A. Linecasting Keyboard Operation I. New Brunswick, N.J.: Curriculum Laboratory, Rutgers University, 1966. 99 pp.
3. Dean, Elizabeth. Printing: Tool of Freedom. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1964. 64 pp.
4. Fisher, Leonard Everett. The Printers. N.Y.: Franklin Watts, Inc., 1965. 46 pp.

BUOYANCY

A Captioned Film
for
Advanced Level

By Arrangement with
Modern Learning Aids

Captioned Films for the Deaf
U.S. Office of Education
Washington, D.C.

Time: 28 minutes • Black and White

I. Film Summary

The following principles of buoyancy are clearly and carefully portrayed; (1) water pressure has a surface that moves in all directions; (2) when something is weighed in water, it appears to lose some of its weight depending on how much water is displaced; (3) some articles appear weightless in liquid.

II. Purpose of the Film

A. To explain water pressure

B. To illustrate density

C. To demonstrate weightlessness

D. To combine all these principles to illustrate buoyancy

III. Preparation for the Film

A. Preview the film and select objectives.

B. Vocabulary

Nouns
quart jar
"density float"
playing cards
liquids
center
fact

Nouns (continued)

scale
cubic centimeter (CC)
surface
leak
displacement
raft
layers
weight
fluid
rubber square
difference
volume
water wings
object
grams
directions
lamp chimney
principle
tank
centuries
reason

Verbs

spun
measure
crack
check
evaporate
tip
stir
investigate
base
lower
pretend
support
works
float
disappear
doubled
dissolves
disturb
notice

Participles

loading
pouring
tipping

Adjectives

common
huge
everyday
fresh
interchanged
dense

Preposition
underneath

Adverb
slowly

C. Selected idioms and expressions

homemade experiment
on top of the other
way down underneath
making water more dense
less dense than
make them close to
put that together
seem to disappear
appear to lose weight
right in the middle
more dense than

D. Gather materials necessary to perform experiments shown in film.

IV. Motivation

A. Question students as to why ships float.

B. Illustrate the principle of buoyancy by first dropping a flat piece of aluminum into water. Then by folding the edges of the same metal, form a raft and allow it to float.

C. Question students as to relative buoyancy differences between swimming in fresh and salt water.

D. Ask why it is mandatory for ships and airplanes to carry life preservers.

V. Followup

A. Perform experiments illustrated in film.

B. Have students draw diagrams illustrating the principle of buoyancy.

C. Have students make a list of things which can be used to illustrate buoyancy.

D. Have students write reports on Weightlessness and Water Displacement.

IV. Resource Materials

A. Films

1. Chemical Changes All About Us, COR
2. Come to the Fair, RCSS
3. Forces, EBF
4. Things Dissolve, MGH
5. Water and What it Does, CFD
6. Waves on Water, EBF
7. Wonders of Chemistry, MGH

B. Filmstrips

1. First Experiments with Air Series, JH
    a. Air is Everywhere
    b. Air is Real
    c. Air Helps Things to Float
    d. Air Pushes Against Things
2. The Physical Characteristics of Air (Grades 7-9), JH
3. Science Experiment, SVE, 436-2

4. Some Things Dissolve, MGH

5. Understanding Chemical Change, MGH

6. What is Air Pressure (Grades 7-9), JH

C. Books

1. Beauchamp, Blough, Marshall, Bailey. Science In Discovering. Chicago: Scott, Foresman and Co., 1964.

2. Kadesch, Robert R. The Crazy Cantilever and Other Science Experiments. N.Y.: Harper, 1961. 175 pp.

3. Larrick, Nancy. See For Yourself. N.Y.: Aladdin Books, 1952 pp.

4. The International Pictorial Treasury of Knowledge. Science and Discovery. Englewood Cliffs, N.J.: International Geographic Society, 1960.

COMMUNICATION THEORY

A Captioned Film
for
Advanced Level

By Arrangement with
Modern Learning Aids

Captioned Films for the Deaf
U.S. Office of Education
Washington, D.C.

Time: 28 minutes — Black and White

I. Film Summary

All information, visual or auditory, is composed of a series of dots and dashes. The process of interpreting what is seen and recording what is meant is the main theme of the film. The Communication Theory presupposes that an understanding of the position and/or combination of dots and dashes is the mode for interpreting print, television, and radio.

II. Purpose of the Film

A. To explain the different types of communication

B. To explain how a computer system works

C. To explain how all forms of communication are related

D. To indicate that two people must understand the same code before communication is established

III. Preparation for the Film

A. Preview the film and select objectives. n.b.: it is important that the students have had an introduction into the science of light and sound.

B. Vocabulary

Nouns

screen	band	dots-dashes
bead	information	theory

Nouns (Continued)

bits
symbol
letter
life
tenths
tones
computer
secret code
position
bump
Morse Code
Braille
period
colon
methods
system
clue
spaces
hold
group
series
decimal point
fraction
instrument
orchestra
typewriter
bill

Verbs

serves
pretend
depend
store (to contain)
pop
received
recognize
represents
focus
agree
separates
determine
disappears

Adjectives

similar
whole
scientific
finest (or tiniest)
complex
particular
amazing
musical
mathematical

Participles

projecting
rolling
recording
rotating
putting
magnifying

Adverbs

particularly
automatically
together
further

Pronoun

either

Multiple meaning

puzzle
record
thought
figure
experiments
sound
hole
compromise
couple
shape

Selected idioms and expressions

looks like . . .
similar about them all
it could mean anything
group in various ways
it has a special meaning
one of anything
means nothing until . . .
left one out
holds the current back
keep your eyes on the screen
used to do
different from
stand for a sound
put things around it
set off something
depends on
go one step further
working in this direction
pick up the speed

IV. Motivation

A. Ask who knows about Morse Code and how it works.

B. Ask if anyone has ever composed a secret code. Explain the film shows how to develop a secret code.

C. Ask if anyone in the class has ever seen a computer or knows how it works.

D. Allow two students to communicate with each other by using their secret code. Show the rest of the class how impossible it is to join the conversation of the two students without a knowledge of their code.

V. Followup

A. Have the students design their own code.

B. Have students examine a picture from a newspaper under a magnifying glass to observe the dots.

C. As a class project have students send messages with flashlights using Morse Code.

D. Borrow some Braille books from public library. Have students translate the message.

E. Make it a point to show that fingerspelling, lipreading, and signs are all forms of code.

VI. Resource Materials

A. Films

1. Communications Primer, Eames
2. Eye of the Beholder, Reynolds
3. Getting Yourself Across, MGH
4. Is There Communication When You Speak?, MGH
5. Person to Person Communication, MGH
6. Say What You Mean, MGH
7. 8 mm Single-Concept Films (Fingerspelling Series), CFD

B. Filmstrips

1. Can You Tell Why?, EG
2. Select the Right Words, EG

C. Supplementary reading

1. Batchelor, Julie Forsyth. Communication: From Cave Writing to Television. N. Y.: Harcourt, 1953. 116 pp.
2. Berger, Melvin. Triumphs of Modern Science. N. Y.: McGraw-Hill, 1964. 189 pp.
3. Buehr, Walter. Sending the Word; the Story of Communication. N. Y.: Putnam, 1959. 95 pp.
4. Colby, Carrol Burleigh. Communications; How Man Talks to Man across Land, Sea and Space. N. Y.: Coward-McCann, 1964. 48 pp.

COMPETITION IN BUSINESS

A Captioned Film
for
Advanced Level

By Arrangement with
Coronet Films

Captioned Films for the Deaf
U.S. Office of Education
Washington, D.C.

Time: 13 minutes Color

I. Film Summary

This film explains the concepts underlying business competition and shows how competition and its key factor, variety, are basic to our free enterprise system. We learn how competition, both direct and indirect, works on several levels, including price, service, quality and the development of new and improved products.

II. Purpose of the Film

A. To introduce students to the concept of competition in business

B. To introduce students to the concept of variety in our free enterprise system

C. To understand how competition works in (1) price, (2) service, (3) quality, and (4) the development of new and improved products

III. Preparation for the Film

A. Preview the film and select objectives.

B. Vocabulary

Nouns

variety
wants
service company
product
funds
staff
buyer resistance
free enterprise
competition
firms
manufacturer
consumer
research
editor
features
business systems
business
retail store
economy
profits
aluminum
projector
designer
needs
distributor
mills
dividends
vanadium
production
invitations

Verbs

causes
benefits
provides
attracts
produces

Adjectives

important
stiff (competition)
expensive
basic

C. Selected idioms and expressions

variety is the spice of life
further improve
our stiffest competition
something new to offer
tooling-up costs
advertising campaign
had our biggest headache
on several levels
good credit terms
become popular
freedom of choice
direct (indirect) competition
sell enough to show good profits
better than average
things got hotter
eye-catching packaging
in the business world
submitted bids
like its looks

IV. Motivation

A. Introduce the idea of competition through a discussion of competition in sports.

B. Question students about their ideas and values with respect to competition in academic areas.

C. Question whether competition always has good effects.

D. Is the spirit of competition unique to man alone?

V. Followup

A. Discuss the idea of free enterprise. Does it exist everywhere in the world? Why or why not?

B. Discuss the different types of businesses that engage in competition.

C. Discuss the factors that make sport and scholarship competition vital.

D. Interview a businessman to determine the type of competition his firm fears or welcomes.

VI. Resource Materials

A. Films

1. Engineering of Agreement, Roundtable

2. Introduction to Work Sampling, UCF

3. People Sell People, MTP

4. Your Share In Tomorrow, IFF

B. Filmstrips

1. Looking at Business Careers, MGH

2. Communication in Modern Life, MGH

C. Books

1. Love, Albert and Childers, James S. (ed.). Listen to Leaders in Business. N.Y.: Atlanta, Tupper and Love, 1963. 267 pp.

2. Paradis, Adrian A. Business in Action. N.Y.: Messner, 1962. 191 pp.

3. Parker Publishing Co. Business Etiquette Handbook. N.Y.: West Nyack, 1965. 338 pp.

PRUDENCE CRANDALL
(Profiles in Courage Series)

A Captioned Film
for
Advanced Level

By Arrangement with
Robert Saudek Associates

Captioned Films for the Deaf
U.S. Office of Education
Washington, D.C.

Time: 50 minutes Black and White

I. Film Summary

This is the story of Prudence Crandall, a Quaker teacher, who started the first school for Negro girls in Windham, Connecticut in 1833. The film portrays her struggles against prejudice, hostile community attitudes, and legal attempts to close the school.

II. Purpose of the Film

A. To show the courage of Prudence Crandall in her struggle to establish educational opportunities for Negro women

B. To illustrate the varying roles and responsibilities of an individual, e.g., teacher - wife - friend, etc.

C. To show some effects of prejudice, fear, and anger

III. Preparation for the Film

A. Preview the film and select objectives.

B. Choose basic vocabulary.

1. A partial list of characters

Miss Prudence Crandall (Mrs. Calvin Philleo)
Reverend Calvin Philleo
Sarah Harris
Andrew Judson
Reverend May
Dr. Fenner

2. Selected vocabulary

abolitionist
adultery
crusader
demolished
deportment
fortitude
foul-polluted
fret
hypocrite
issue
jeopardy
journalist
moderation
mulatto
oppressors
pageant
pastorate
prejudiced
prospered
prudence
prudent
Quaker
salve
to found
violence
virtuous

C. Selected idioms and expressions

I don't follow you
blow up the issue
gird one's loins
to rail at
to speak with some appetite [archaic]
strike a blow
post bond
a split jury
snarled my harness [archaic]

D. Things to watch for in the film

1. How Reverend May used Prudence Crandall to further his Abolitionist Movement

2. How various individuals reacted because of fear, anger, prejudice, etc.

3. How difficult it was for Prudence Crandall Philleo to choose between her role as a teacher and her role as a wife

IV. Motivation

A. Display materials pertaining to past and present civil rights.

B. Discuss the meaning, causes, and effects of prejudice.

C. Discuss the background of the Abolitionist Movement.

V. Followup

A. Suggested discussion questions

1. Have you formed a strong opinion concerning civil rights?
2. Explain why Prudence Crandall might have been considered a very modern woman for her times.
3. If you had been Calvin Philleo, what would have been your feelings and reactions toward your wife's activities?
4. What is your opinion of civil rights demonstrations as a means of achieving equal opportunity?

B. Suggested activities

1. Impromptu dramatization of certain roles
2. Class playwriting activity based on current civil rights incidents
3. Arrange a debate between those having differing opinions about civil rights.

IV. Resource Materials

A. Films

1. All the Way Home, ADL
2. The Challenge, MOT
3. Segregation in the School, MGH

B. Books

1. Buckmaster, Henrietta. Flight to Freedom; the Story of the Underground Railroad. N. Y.: Crowell, 1958. 217 pp.
2. Hoffman, Edwin D. Pathways to Freedom. N. Y.: Houghton, 1964. 213 pp.
3. Petry, Ann. Harriet Tubman: Conductor on the Underground Railroad. N. Y.: Crowell, 1955. 247 pp.

FILING PROCEDURES IN BUSINESS

A Captioned Film
for
Advanced Level

By Arrangement with
Coronet Films

Captioned Films for the Deaf
U.S. Office of Education
Washington, D.C.

Time: 14 minutes
Color

I. Film Summary

The film shows a step-by-step breakdown of the procedures for record-keeping in a typical business office, including the preparation of records for filing, filing, retrieval and transfer to storage. The film shows the different methods of file organization, such as alphabetical, numerical, geographical and by subject.

II. Purpose of the Film

A. To show several systems of filing information

B. To show the need for an efficient filing system

C. To expose students to the occupation of record assistant

III. Preparation for the Film

A. Preview the film and select objectives.

B. Choose basic vocabulary.

annually
architects
certain (particluar)
classify
coded
correspondence
helpful
incoming
initials
inspect
insurance
knowledge
received
records
related
removed
request
retrieved

B. Vocabulary (continued)

duplication
duplicator
engineers
enlarged
files
filing
guides
lawyers
letterhead
miscellaneous
stockroom
organization
prepared
quantities
retrieving
separate
serve (aid)
order (request/arrangement)
tabs
transfer
underscore

C. Selected idioms and expressions

electronic machines
entire folder
out folder
slash marks
special places
divided into units
primary guides
latest date
according to
personnel records
subject files
microfilms
storage space
elevator files
read from front to rear
electronic data processing system
letter's location
filing departments
filing system
filing procedures
separating guides
alphabetical order
special sheet
secondary unit
numerical file
out card
geographic file
open shelf files
microfilm records
a case is closed
stored information
release mark
record assistants
coding marks
requisition card
cross-referencing
primary unit
seldom used
charges it out
subject-headings
executive files
related records
credit bureaus
stamped with the date

D. Things to watch for in the film

1. The different systems for filing information
2. The three reasons for using a filing system
3. The importance of knowing alphabetical order
4. The coding system used to prepare correspondence for filing

IV. Motivation

A. Gather two dozen letters, bills, advertisements, etc. Contrast the time it takes a pupil to find information before and after organization of a filing system.

B. Ask pupils to develop their own system for organizing and retrieving information.

V. Followup

A. Suggested questions

1. Why do businesses require a filing system; list reasons mentioned in the film?
2. What are the different systems for filing information?
3. Describe the preparation of a letter before filing.
4. When would a letter be cross-referenced?
5. What are the advantages of microfilming records?
6. What are the advantages of electronic data processing systems over manual systems?

B. Suggested activities

1. Visit the principal's office, nurse's office, and library to see what types of systems are used.
2. Assign a student to do library research and report on electronic data processing.

VI. Resource Materials

A. Films

1. Filing Procedures in Business, COR
2. A Matter of Some Urgency, CFD

B. Filmstrips

1. Files and Filing, MGH
2. Filing, Finding, Followup, MGH
3. Getting a Job and Keeping It, MGH
4. Looking at Business Careers, MGH
5. Progressive Filing Methods and Procedures, MGH
6. Progressive Filing Series, MGH

C. Filing Kit

Gregg Quick Filing Practice, MGH

D. Book

N.Y. State Department of Labor, Division of Employment. Job Guide for Young Workers. N.Y.: 1957.

A FILM ON UNICOM

A Captioned Film
for
Advanced Level

By Arrangement with
National Lumber Manufacturers

Captioned Films for the Deaf
U.S. Office of Education
Washington, D.C.

Time: 30 minutes Color

I. Film Summary

This is a public relations film intended to demonstrate the benefits of the use of Unicom in designing and erecting prefabricated buildings. Through the use of uniform modular dimensions, the components of buildings are prepared and assembled in a quicker, more efficient and less expensive manner.

II. Purpose of the Film

A. To demonstrate the Unicom method of building construction, i.e., prefabricated housing

B. To introduce students to a particular type of building design

C. To develop an understanding and appreciation of building construction

III. Preparation for the Film

A. Preview the film and select objectives.

B. Vocabulary

Nouns
materials
producer
uniformity
job-site
methods
design
components
modules
builder
symbol
installation
dimensions

B. Vocabulary (continued)

Nouns

studs
rafters
standard
panels
cripples
joist
metal plate connectors
foundation
standardization
consumer
grid
roof sheathing
masonry
rolling-jig
increment
operation
beam press
deck
Teco connectors
trusses
slope
fabrications
sheathing
seams
truss members
carpenters
blueprints
inventory cost

Verbs

order
eliminates
seal
store
involves
coordinate
check
sheathe
assemble
staple
bear
overlaps

Adjectives

economical
horizontal
interchangeable
butt-joined
weather-tight
precut
interior
precision-cut
overlapping
precision
basic
exterior
specified
non-standard
promising (development)

Adverbs

separately
snugly

Participles

converting
assembling
erecting
speeding

C. Selected idioms and expressions

on the move
with the growing demand
on center
keep track of
controlling factor
soundly built___reasonably priced
provide a real challenge
opens the way for savings at all levels
to handle this
allows a wide range of _____
end-to-end

IV. Motivation

A. Have students collect blueprints of several houses and compare the varying dimensions.

B. Discuss building construction and housing in general.

C. Visit a local construction site.

V. Followup

A. Revisit construction site and look for:

1. types of materials used, e.g., 2 X 4 studs, plywood, tongue and groove boards

2. placement of joist, 11 course basement, bridging, use of a double header

3. sequence of house construction

B. In the school shop, build a scale model home.

C. Discuss the pros and cons of prefabricated construction versus on-the-site construction.

VI. Resource Materials

A. Films

1. The Hardwood Story, MTP

2. Houses Have Four Sides, CFD

3. The Lumber Yard, CFD

4. Make a House Model, CFD

5. Miracle in Wood, American Plywood Association

6. Perpetual Harvest, Telesound Film Recording

B. Filmstrips

1. Hammers, Screwdrivers, Nails and Screws, STC

2. Hand Saws for Woodworking, STC

3. How We Get Our Homes, SVE

4. The Story of the Building of a House, EG

C. Books

1. Douglas, J. H., Penny, Forest L., and Roberts, R. H. Units in Woodworki
Wichita, Kansas: McCormick-Mathers Publishing Co., 1967.

2. Feirer, John L. Industrial Arts Bench Woodwork. Peoria, Ill.: Charles A. Bennett Co., Inc., 1965.

3. Feirer, John L. Industrial Arts Woodworking. Peoria, Ill.: Charles A. Bennett Co., Inc., 1960.

4. Feirer, John L. Woodworking for Industry. Peoria, Ill.: Charles A. Bennett Co., Inc., 1963.

5. Groneman, Chris H. , and Glazener, Everett R. Technical Woodworking. N.Y.: McGraw-Hill, 1966.

HAMILTON FISH
(Profiles in Courage Series)

A Captioned Film
for
Advanced Level

By Arrangement with
Robert Saudek Associates

Captioned Films for the Deaf
U.S. Office of Education
Washington, D.C.

Time: 50 minutes Black and White

I. Film Summary

This film shows the courage of Hamilton Fish, who served as Secretary of State under President Ulysses S. Grant. Despite pressures to the contrary, Fish urged diplomacy as a means of settling the Cuban rebellion against Spain. His diplomacy resulted in the abolition of slavery in Cuba and the establishment of a principle of non-aggression that became a keystone of American foreign policy.

II. Purpose of the Film

To show the courage and determination of Hamilton Fish in his stand that diplomacy was preferable to bloodshed in settling disputes between nations

III. Preparation for the Film

A. Preview the film and select objectives.

B. Choose basic vocabulary.

1. Partial list of characters

Hamilton Fish
President Grant
John A. Rawlins
Bancroft Davis
Señor Lemus
Mr. Brewster

2. Selected vocabulary

abolish
accusation
adjutant
armistice
basis
betray
blighted
bloodshed
blunt
bond
bribed
butt
Cabinet
charity
cheated
collapsed
compliment
confidential
consolate
consumption
the Continent
convene
corrupt
defrauded
detective
diplomat
dupe
earnest
eloquent
essentials
expansionists
footnote
formidable
gain
guarantee
gulled
hedge (v.)
hemisphere
hideous
hoodwinked
hotheads
ill-equipped
incompetent
indefinitely
integrity
intensity
launch (v.)
mediate
misery
monstrous
muster
mutes
negotiations
non-aggression
obligations
oppression
optimism
otherwise
outraged
pension
persuasive
pessimism
popularity
principle
proclamation
profit
proposition
pussyfoot
rebellion
rebuke
recipient
recommend
recruiting
reputation
resign
resignation
resolved
round
rumor
satisfy
solution
stalemated
strategist
swindled
swindler
symptoms
thin-skinned
treasure (v.)
turmoil
unique
vague
variety
warmongers
widow
witlessly
wound (n.)

3. Selected idioms and expressions

public sentiment
a diplomatic post
a stuffed shirt
wages of corruption
wages of sin
sit on it
public confidence
blacken your name
fellow creature
draw a breath
at stake
full face value
stop a tidal wave with a shovelful of sand
men of good faith
recognize a government
heart of the agreement
an incurable optimist
mount an invasion
bled to death
until hell freezes over
split...down the middle
gristly game
what their gain is
fatten their purses
pull a rabbit out of your hat
the keystone of American foreign policy

C. Things to watch for in the film

1. The opinions of Bancroft Davis regarding the members of Grant's Administration

2. The influence of Bancroft Davis upon Hamilton Fish

3. John Rawlins' personal reasons for wanting American involvement in Cuba's revolution against Spain

4. Grant's indecision regarding the Cuban crisis

5. The devious methods of John Rawlins in his dealings with President Grant, Senor Lemus, and Hamilton Fish on the Spain-Cuba issues

6. The contrast between Rawlins' emotional attack on Fish and Fish's straightforward defense in their final confrontation during the Cabinet meeting

IV. Motivation

A. Pupils should have a background knowledge of social-economic-political conditions following the Civil War.

B. Discuss the background history of Cuba from the landing of Columbus to the struggle against Spain in 1868.

V. Followup

A. Suggested discussion questions

1. Discuss Hamilton Fish's reasons for accepting the position of Secretary of State and Grant's reasons for selecting him.

2. Discuss Grant's reasons for appointing John A. Rawlins as Secretary of War.

3. Discuss the political corruption during Grant's administration.

4. Discuss the qualifications and personality traits most needed by a person seeking a diplomatic career.

5. Discuss the relationship between Bancroft Davis and Hamilton Fish.

B. Suggested activities

1. Contrast the number of Cabinet posts existing during Grant's administration with the number of Cabinet posts in the present administration.

2. Have each pupil write a biographical sketch of Ulysses S. Grant.

3. Contrast the reasons behind the Cuban Revolution in 1869 with the 26th of July Movement led by Fidel Castro.

VI. Resource Materials

A. Film

1. Grant- An Improbable Hero, MGH

B. Filmstrip

1. Ulysses S. Grant, EG

C. Books

1. Kane, Joseph N. Facts About the Presidents. N.Y.: Wilson, 1959. 348 pp.

2. Laschever, Barnett D. Getting to Know Cuba. N.Y.: Coward-McCann, Inc., 1962. 64 pp.

3. Thomas, Henry. Ulysses S. Grant. N.Y.: Putnam, 1961. 189 pp.

FLUIDS IN MOTION

A Captioned Film
for
Advanced Level

By Arrangement with
Modern Learning Aids

Captioned Films for the Deaf
U.S. Office of Education
Washington, D.C.

Time: 28 minutes

Black and White, SYNCAP

I. Film Summary

This film has been prepared in an effort to overcome the fallacy that gases, particularly air, are not fluids. Various visual stimuli clearly convince the viewer of the fluidity of air and water.

II. Purpose of the Film

A. To illustrate Burdooley's Principle, i.e. when a fluid flows, pressure drops

B. To show the fluidity of various gases, especially air

C. To describe the expansion and contraction of air

III. Preparation of the Film

A. Preview the film and select objectives.

B. Vocabulary

Nouns

- pipe
- funnel
- gasoline
- liquid
- hole
- fluids
- fluted edges
- differences
- salad oil
- nozzle
- bottle
- bubbles
- air
- drop
- saucer

Nouns (Continued)

gas
freon
heater
tricks
motor
aquarium
hydrofoil
paper clip
air stream
pigeon
pivot
flight
beam
refrigerator
convection current
candle
switch
transformer
pontoons
column
helium
Burdooley's Principle
metal
suction cup
screen
tank
gravity
pump
stream of water
force
speed
syrup
oxygen
counterweight
rotor

Verbs

shooting up
pour
remember
connect
hand
curved
holding up
describe
flow in (out)
bump
are winded
direct
investigate
prove
sinks
support
point

Preposition

underneath

Adverbs

actually
definitely

Adjectives

clear (glass)
sharp (shadow)
greasy
actual
hard (difficult)
wide
lightweight
messy
full
narrower
practical

Participles

overflowing
splashing

C. Selected idioms and expressions

tell me what happens
whoops!
flow like water
not sure that
prove that to me
that is used
they're the same but...
act much like
up with this hand
much the same way
higher the pressure
lower the pressure
lifts them out
we don't normally
through the air

D. Gather materials necessary to perform experiments shown in film.

IV. Motivation

A. Have three separate vials prepared with water, salad oil and air. Ask students how many fluids are present. Encourage them to look for answer in film.

B. As students enter room, have small balloon suspended on a steam of water. Question them as to how this principle works.

C. Prepare flannel board pieces which will not only depict fluids but which can later be labelled.

V. Followup

A. Perform experiments illustrated in film.

B. Encourage students to perform at home the experiments with the garden hose and balloon as described in film. Have students submit written report on effects of water pressure.

C. Have students prepare a list of experiments which illustrate the fluidity of air, water and other gases.

D. Have students draw diagrams illustrating fluids in motion.

VI. Resource Materials

A. Films

1. Introducing Air, CFD
2. Properties of Liquids, CFD
3. Solids, Liquids and Gases, MGH
4. States of Matter, CFD
5. Water and What It Does, CFD

B. Filmstrips

1. Air Around Us, SVE. 435-7
2. Air Conditioned Planet, (Mysteries of Water), EG, 3B
3. Air Works for Man (Grades 7-9), JH

4. Chemical Changes, SVE. 427-4

5. Classification of Matter, EBF, 9080 (series)

6. Earth's Blanket of Air, SVE. 410-2

7. Finding Out About Land, Air and Water, SVE. 424-5

8. First Experiments With Air Series, JH

   a. Air is Everywhere

   b. Air is Real

   c. Air Helps Things to Float

   d. Air Pushes Against Things

9. Matter and Molecules, EG. 177E

10. Our Earth: Land, Water and Air, SVE. 410-1

11. Science Experiments, SVE. 436-2

12. Water and Its Importance, EG. 43A

13. What is Air Pressure (Grades 7-9), JH

C. Books

1. Adler, Irving and Ruth. Air. N.Y.: John Day Co., 1962. 48 pp.

2. Parker, Bertha M. The Air About Us. Ill.: Row, Peterson and Co., 1956. 35 pp.

3. Piltz, Albert. What is Air. Chicago: Benetic Press, 1960. 47 pp.

HIDDEN SALTS

A Captioned Film
for
Advanced Level

By Arrangement with
Modern Learning Aids

Captioned Films for the Deaf
U.S. Office of Education
Washington, D.C.

Time: 28 minutes Black and White, SYNCAP

I. Film Summary

This film indicates that by subjecting individual substances to certain tests a scientist can determine their content and usefulness. Various materials undergo several analytical tests for solubility, conductivity, iodine solution, formula, and melting point. All tests are recorded on a chart as written proof of substance content.

II. Purpose of the Film

A. To indicate the chemical content of several materials such as sugar, salt, and hypo

B. To show the types of tests which may be used to determine chemical content

C. To identify materials that look alike but have different chemical contents

III. Preparation for the Film

A. Preview the film and select objectives.

B. Vocabulary

Nouns

analytical chemist
hypo
sugar
sodium-thio-sulfate
salt
leather

Nouns (continued)
cyanide
cardboard
particles
microscope
face shapes and angles
information
centimeters (cc)
buzzer
conclusions
chemical
iodine
powder
scientist
structure
cube
grams
temperature
current
melting point
chlorine gas
ringworm
letter
crystals
center part
handbook
solubility
wires
iodine solution
carbon

Verbs
task
condense
conduct
decompose
decide
grind
discover
evaporate
dissolve
chokes

Adjectives
effective
finer
oblong-shaped
sugary

Adverb
finally

Participles
bleaching
poisoning
bubbling

C. Selected idioms and expressions

ought to
become clear
have been broken
needn't know
squeeze the lemon
number of tests
as a fixer
much about them
nothing so far
series of tests
take a closer look
condenses into crystals
shows what happens

D. Gather materials for experiments listed in film.

IV. Motivation

A. Place containers of several similar-looking items on the desk, e.g., sugar and salt, flour and corn starch, liquid coffee and coke. Ask students to identify each item by simply looking at them.

B. Ask why sugar and salt cannot be used interchangeably, especially on food.

C. Dilute sugar and salt in separate beakers. Ask for volunteers to taste each solution to determine its content.

V. Followup

A. Perform experiments listed in film.

B. Dissolve sugar and salt in separate beakers. Dip weighted string into each solution. Note the type crystals which form on each string as it dries.

C. Have students plan additional experiments to be used to determine the conductivity of other solutions.

VI. Resource Materials

A. Films

1. Catalysis, Suth

2. Chemical Changes, CFD

3. Chlorine, Suth

B. Filmstrips

1. Science Experiments, SVE, 436-2

2. Some Things Dissolve, MGH

3. Understanding Chemical Change, MGH

4. What Things Are Made of, SVE, 427-20

C. Books

1. Brent, Robert. The Golden Book of Chemistry Experiments. N. Y.: Golden Press, 1960. 112 pp.

2. Freeman, Mae and Ira. Fun with Chemistry. N. Y.: Random House, 1944. 58 pp.

3. Goldberg, Lazer. The Adventure Book of Chemistry. N. Y.: Golden Press, 1962. 94 pp.

4. Straus, Jacqueline Harris. Let's Experiment: Chemistry for Boys and Girls. N. Y.: Harper, 1962. 54 pp.

SAM HOUSTON
(Profiles in Courage Series)

A Captioned Film
for
Advanced Level

By Arrangement with
Robert Saudek Associates

Captioned Films for the Deaf
U.S. Office of Education
Washington, D.C.

Time: 50 minutes — Black and White

I. Film Summary

The film shows the courage of Sam Houston when he chose to oppose the secessionists in Texas. Houston ran for Governor as an Independent on an antisecession platform. He believed that without the Union there was no Texas. In spite of Houston's efforts, Texas voted to secede from the Union in 1861, and the Confederates removed him from office. Houston withdrew from political life, but refused to give up his principles.

II. Purpose of the Film

To show the personal courage of Sam Houston in his devotion to the Union and Texas in the face of overwhelming odds and loss of political office

III. Preparation for the Film

A. Preview the film and select objectives.

B. Choose basic vocabulary.

1. Partial list of characters

Sam Houston

Margaret Houston

Edward Clark

2. Selected vocabulary

accompany
allegiance
appreciate
archives
Austin
bandits
baptized
bayonets
campaign
courtesy
despair
disperse
divan
downfall
eagle
fiery
grieve
humanity
Independent
liberator
lieutenant governor
liniment
ordinance
persistent
petition
platform
popular
premature
principles
prominent
rabble
rash
restoration
ruffles
schemes
secede
secession
secessionists
showdown
shrouded
squirming
tortillas
traitor
treachery
violence
yield

C. Selected idioms and expressions

take measures
sweep the state
ruffled up
national issues
a compromise candidate
danged fools
oath of allegiance
flea barking at a lion
A mule doesn't belong in the parlor.
They want no part of me.
I have watered it (Texas) with my blood.

D. Things to watch for in the film

1. Sam Houston's violent temper, gruff manner, and strong ideals

2. Sam Houston's use of physical force to relieve pent-up emotion, e.g., chopping wood, whittling, slashing with his sword, etc.

3. Margaret Houston's calm, persistent manner

4. Edward Clark's unwillingness to commit himself on the issue of secession

IV. Motivation

A. Discuss Sam Houston's leadership in the fight for the Independence of Texas from Mexico and his role in the admission of Texas into the Union.

B. Discuss the Kansas-Nebraska Act of 1854 and how it relates to earlier compromises.

V. Followup

A. Suggested discussion questions

1. In the film, Houston said he watered Texas with his blood. Explain.

2. Discuss why Houston ran as an Independent rather than as a Party candidate.

3. Discuss Houston's arguments for Texas remaining in the Union and their validity.

B. Suggested activities

1. Have each pupil write a biographical sketch of Sam Houston.

2. Prepare a bulletin board using pictures of famous Texans and important locations in the history of Texas.

3. Prepare a time-line including important events in Sam Houston's life.

V. Resource Materials

A. Film

The Civil War, CFD

B. Filmstrips

1. The Causes of the Civil War, SBC

2. Sam Houston, SBC

3. Texas' Colorful Past, Texas Highway Department - Travel and Information Division, Austin

C. Books

1. American Heritage. Texas and the War with Mexico. N. Y.: American Heritage, 1961. 153 pp.

2. Carpenter, Allen. Texas: From Its Glorious Past to the Present. Children's Press, 1965. 95 pp.

3. Kennedy, John F. Profiles in Courage. N. Y.: Harper, 1961. pp. 65-78.

4. Severn, William. The State Makers. N. Y.: Putnam, 1963. pp. 148-152.

5. Warren, Robert P. Remember the Alamo!. N. Y.: Random House, 1958. 182 pp.

ANNE HUTCHINSON
(Profiles in Courage Series)

A Captioned Film
for
Advanced Level

By Arrangement with
Robert Saudek Associates

Captioned Films for the Deaf
U.S. Office of Education
Washington, D.C.

Time: 50 minutes

Black and White

I. Film Summary

This film shows Anne Hutchinson's struggle for religious freedom in the Massachusetts Bay Colony in the 1630's. The story tells in detail her controvers with the Governor and the Church authorities over spiritual values and matters of conscience. It includes her final banishment from the Colony and her excommunication from the Church.

II. Purpose of the Film

A. To show Anne Hutchinson's courage in following her conscience and her religious convictions in spite of the consequences to her and her family

B. To show the struggle involved in the search for religious freedom

III. Preparation for the Film

A. Preview the film and select objectives.

B. Choose basic vocabulary.

1. Partial list of characters

Anne Hutchinson
Mr. Wilson
Mr. Trenshaw
Will Hutchinson
Mr. Cotton
Mr. Brackett
Governor Winthrop
Mr. Wheelwright
Bridget

2. Selected vocabulary

abundance
adult
authorities
barter
betrayal
blasphemy
clergy
cloak
community
congregation
conscience
criticize
dictates
dissension
duty
elders
excommunication
fainthearted
guidance
heathen
herbs
heresy
hesitate
inconsistent
indebted
insolent
leper
lessees
loophole
merchant
midwife
minister
naughty
neglect
oath
obedience
opinion
opposition
persuade
physician
practical
pulpit
rebellion
retreat (v.)
revenge
riot
ritual
rival (adj.)
rude
salvation
savages
secretive
sedition
Separatist
shackles
spies
spires
split
stocks
strangle
stubborn
threaten
thrifty
tyrant
wilderness

C. Selected idioms and expressions

country is a storehouse
matter of conscience
a spiritual retreat
underhand methods
pass the time
tighting up discipline
poisoning the mind
profane language
worldly interest
cast you out
a public nuisance
playing with fire
hold your tongue
feel like Judas

D. Things to watch for in the film

1. The comic relief provided by the men in the stocks
2. Mr. Wilson's hatred of Anne Hutchinson because of her threat to his authority
3. Mr. Brackett's observations regarding his American son and the differences between their dreams
4. The warning that Mr. Cotton gives to Anne Hutchinson about the potential danger of her discussion group and its effect on the safety of the whole colony
5. Mr. Trenshaw's treachery to Anne Hutchinson
6. Mr. Hutchinson's acceptance of Anne's actions
7. The admiration of the community for Anne Hutchinson's good works

IV. Motivation

A. Pupils should have a knowledge of the founding of the Massachusetts Bay Colony and the continuing search for religious freedom.

B. Prepare a bulletin board display on the American Colonies that were founded for the purpose of religious freedom.

C. Discuss the meaning of "conscience" and how it can contribute to the building of character.

V. Followup

A. Suggested discussion questions

1. Why did Governor Winthrop and Mr. Wilson feel threatened by Anne Hutchinson's religious beliefs?

2. Discuss some of the changes that are taking place within present-day religions, e.g., the ecumenical movement, the church's involvement in socio-economic problems of the community, the modification of rulers, etc.

B. Suggested activities

1. Have each pupil write a biographical sketch of Anne Hutchinson.

2. Have each pupil write a biographical sketch of other Colonial religious leaders, e.g., William Penn, Roger Williams, etc.

3. Have each pupil write a news item about any part of the Anne Hutchinson story that might have been published at that time; include headlines, editorials, and factual accounts.

VI. Resource Materials

A. Films

1. William Penn and the Quakers, COR

B. Filmstrips

1. Freedom of Worship, CF

2. New England Colonies, SBC

3. The Pilgrims and the Puritans, SVE

4. Roger Williams, MGH

5. Roots of Religious Freedom, JH

C. Books

1. Dolin, Arnold. Great American Heroines. N.Y.: Hart Publishing Co.
2. Wright, Louis B. Everyday Life in Colonial America. Putnam, 1966. 255 pp.
3. Yost, Edna. Famous American Pioneering Women. Dodd, 1961. 158 pp.

ANDREW JOHNSON
(Profiles in Courage Series)

A Captioned Film
for
Advanced Level

By Arrangement with
Robert Saudek Associates

Captioned Films for the Deaf
U.S. Office of Education
Washington, D.C.

Time: 50 minutes Black and White

I. Film Summary

This film takes place during the Campaign of 1860 when the nation was involved in the turmoil of pre-Civil War. Johnson's staunch fight to maintain his border state of Tennessee as part of the Union is stirringly portrayed.

II. Purpose of the Film

To show Andrew Johnson's personal courage in advocating the necessity for Tennessee to remain with the Union during the Civil War

III. Preparation for the Film

A. Preview the film and select objectives.

B. Choose basic vocabulary.

1. Partial list of characters

Senator Andrew Johnson and son, Robert	Tom Nelson
Senator Alfred Nicholson	Senator Wigfall
William Brownlow and son, John	Mrs. Eliza Johnson

2. Selected vocabulary

abolition
"Black Abolitionist"
border states
canvass (vb.)
committee
confederacy
convention delegate
Democrat
effigy
election campaign
foreign powers
Fort Sumter
Fugitive Slave Law
Homestead Bill
House of Representatives
legislature
Magna Carta
military governor
mint
official dispatch
referendum
secession
stockholder
treason
treasury
unconstitutional
union buster
veto
vicious
Whig

C. Selected idioms and expressions

here's to you!
hold up his head
federal government's rights
it won't pass
he'll come back fighting
leave the Union
State of the Union speech
Campaign of Terror
no set answer
owe to my constituents
deeper in enemy country
under military rule
Cotton is King!

D. Things to watch for in the film

1. Johnson's inherent love for the Union and his steadfast opposition to secession

2. The strong feelings against Johnson as a person aroused by the politicians who favored secession from the Union

3. The political issue which caused Johnson's worst personal enemy to rescue him in the face of danger

IV. Motivation

A. Pupils should have a background knowledge of events leading to the Civil War, especially Lincoln's election.

B. Discuss the meaning of: border states, secession, Union, Confederacy, Greys, Northern States, Southern States, State Sovereignty.

C. Discuss the idea of state treason versus individual treason.

D. Prepare a bulletin board illustrating in color the Northern Border States.

V. Followup

A. Suggested discussion questions

1. Why was Andrew Johnson opposed to Tennessee's secession from the Union?

2. What did the South hope to accomplish by secession?

3. Why was a State Convention called prior to secession? Why was it followed by a referendum?

4. Should the state have abided by the result of the referendum?

5. Was Johnson correct in maintaining a stand against his State of Tennessee?

B. Suggested activities

1. Have students participate in a debate: States Rights vs. Civil Rights.

2. Discuss the factors that cause people to react with violence toward political issues.

3. Prepare a class newspaper reporting several of the issues noted in the film.

4. Prepare a mock State Convention called for the purpose of discussing secession.

VI. Resource Materials

A. Films

1. A Day in Congress, FI

2. History of the Negro: Freedom Movement, MGH

3. The Man on the Hill, USA

4. Pressure Groups, EBF

5. Voices of the People, OWI

B. Filmstrips

1. American History Series, Sets 1 to 4, MGH

2. Basic Ideas of Democratic Government, MGH

3. Our Constitution Series, MGH

4. Why Study Democracy, MGH

C. Books

1. Green, Margaret. Defender of the Constitution: Andrew Johnson. N.Y.: Messner, 1962. 192 pp.

2. Hoyt, Edwin Palmer. Andrew Johnson. Chicago: Reilly and Lee, 1965. 145 pp.

3. Lomask, Milton. Andy Johnson: The Tailor Who Became President. N.Y.: Ariel Books, 1962. 181 pp.

AMERICANS AT WORK
LAUNDRY WORKERS

A Captioned Film
for
Advanced Level

By Arrangement with
AFL-CIO

Captioned Films for the Deaf
U.S. Office of Education
Washington, D.C.

Time: 11 minutes

Black and White

I. Film Summary

The procedures used in dry cleaning and laundering are depicted in this film. Various occupations involved in these processes such as sorters, cleaners, pressers and packagers are explained, including the names of the machines. Although this film is dated (by the people's dress), it covers the basic process involved in laundering and dry cleaning.

II. Purpose of the Film

A. To show the operations of a dry cleaning and laundry establishment

B. To show that specialization results in efficiency

C. To stress that cleanliness and good grooming make for a feeling of well-being

D. To foster an appreciation of, and respect for, the laundry and dry cleaning worker as respected members of the community

E. To show that clothes last longer and look better when dry cleaned

III. Preparation for the Film

A. Preview the film and select objectives.

B. Gather visual aids.

1. A few soiled articles
2. Soap
3. Water
4. Stiff brush
5. Wash board

C. Select desired vocabulary.

Nouns

products
wash wheels
a service
centrifuge
wrinkles
flat work
customer
extractor
stain
bundles
housewife
unloading station
drying machine
sleeves
folds
hand iron
fluids
stiff brush
patience
conveyor belts
baskets
wash day
extractor drum
numbered tags
collar
cuffs
twists
wrapping department
tumbler
creases
net bag

Verbs

tagged
delivered
folded
take out (wrinkles)
handled
placed
renew
pressed
beating
packaged
shake
marked
sorted
cleaned
ironed
returned
removed
balance

Adjectives

dry cleaned
automatic
special (times, machines, care)
well dressed
experienced
neat
deep

Adverbs

thoroughly
carefully
evenly

Multiple meaning

laundry referring to a place
laundry referring to clothes

D. Selected idioms and expressions

clothes make the man
really know how
want to please
designed for
damp enough
last a long time
one after another

IV. Motivation

A. Ask the class the question: "Why should we send clothes to a commercial dry cleaner?" Try to evoke such answers as: It is safer, easier, and clothes last longer.

B. Discuss the need of cleanliness and good grooming to insure health and general well-being.

C. Discuss the fact that expensive clothes or new clothes are not needed to be well-groomed.

V. Followup

A. Suggested questions

1. Why do people take their clothes to the launderers and to dry cleaners?
2. How many different jobs are entailed in the cleaning of one garment?
3. Which job do you think is the most important? Why? (In the film one job is just as important as the other.)
4. Which job do you think is the most difficult? Why?
5. How are your clothes washed?
6. How are they dried?
7. How do soap and water clean?
8. How do cleaning fluids clean?
9. Which method is easier on clothes? Why?
10. Why do three different people work on pressing one shirt? (Specialization speeds the process)
11. What is the difference between a laundry and a dry cleaning establishment?

B. Suggested activities

1. Take the class on a field trip to a local commercial laundry and a cleaning establishment, or to the school laundry.
2. Make a bulletin board tracing the history of washing clothes from the time clothes were washed in river beds and wells to modern times.
3. Wash soiled articles using different methods which have been used in the past and compare the labor used and the results with modern methods.

VI. Resource Materials

A. Film

1. Your Clothing, CFD

B. Filmstrips

1. Clothes and Why We Wear Them, NO. 5764, EBF

2. Proper Clothes and Their Care, NO. 5765, EBF

C. Study Print

1. Appearance Helpers, SBC

MACHINIST

A Captioned Film
for
Advanced Level

By Arrangement with
AFL-CIO

Captioned Films for the Deaf
U.S. Office of Education
Washington, D.C.

Time: 14 minutes Black and White

I. Film Summary

This film tries to inspire young boys to take up a trade in such detailed occupations as tool and die making, layout work, and setup work. It explains the importance of machines and machinists and then goes on to discuss the work involved in some of their jobs. The length of time needed to become certain tradesmen is also discussed, along with a suggested list of aptitudes.

II. Purpose of the Film

A. To encourage teenage boys to look into the possibilities of a future occupation in tool and die making, layout work, and setup work

B. To foster the idea that these skills are very detailed and require a great deal of patience and accuracy

C. To explain why an apprenticeship is necessary

D. To relate these jobs to our technical society

E. To generate respect for these men and their jobs

III. Preparation for the Film

A. Preview the film and select objectives.

B. Select desired vocabulary.

Nouns

machines
gear rods
rough spots
external grinder
damage
aluminum
jigs
blueprint readings
adjustments
scriber
ground crews
machinist
skyline
tubes (hollow)
boring mill
steel
brass
gauges
factories
errors
beginner
passenger cars
metal goods
lathe
internal grinder
drill
cast iron
tools and dies
mathematics
offices
center punch
trade schools
locomotives

Verbs

repair
operate
remove
milling
stamped
adjusts (changes)
broaching
drilled

Adjectives

responsible
power-driven
semi-skilled
well-fed
polished
layout (man)
well-housed
setup (man)
well-clothed
talented
difficult

Adverbs

without

C. Selected idioms and expressions

all sizes and shapes
life is hard without
pieces of metal
as thin as hair
good enough
almost perfect
passed on (give to)
grind off
step by step
all-around
get ready
make is possible
exactly alike
still needed
on-the-job training
think for itself

IV. Motivation

A. If possible, visit the shop department in your school and watch some of the advanced students using the different kinds of machines. Let students watch the making of one article, if at all possible. Then discuss uses and operation of the machine.

B. Discuss our technological development and its causes and effects on our economy, our cultural patterns, etc.

C. Count how many different kinds of machines you used before coming to school today; e.g., toaster, electric frying pan, electric toothbrush, car, etc.

D. From the information in the film, calculate how many years it takes to become a layout man.

V. Followup

A. Suggested questions

1. Why do tool and die makers have to be so precise?
2. If you had a choice of all the jobs you saw in the film, which do you think you would prefer?
3. How many years does it take to become a layout man?
4. How old do you have to be before you can begin learning a trade?
5. Where can you learn a trade?
6. List 5 machines which you have observed in the film.
7. In what ways are working in a factory and working in a school shop similar? In what ways are they different?
8. What are gauge blocks?
9. What is a surface grinder?
10. What is a milling machine?

B. Discussion questions

1. Do you think that machines will eventually take over all the jobs in the future?
2. How many jobs can you think of that have been replaced by machines in the last ten years? Do you think that this is good?
3. What kind of machine would you like to see invented? e.g., a house-cleaning machine, a robot.

C. Suggested activities

1. Take a field trip to a small machine shop.

2. Have students research and give reports to class about various machining trades. Include:

    a. necessary education

    b. qualifications

    c. pay

3. Relate the basic operation of various machines to the basic 6 simple machines.

    a. lever

    b. incline plane

    c. screw

VI. Resource Materials

A. Films

1. ABC's of Hand Tools, GMAC

2. Bright Steel, MTP

3. Die Casting-How Else Would You Make It, MTP

4. Precision Toolmaking and Machining, MTP

5. Technology And You, Neubacher

6. You Can Go Along Way, Crawley

B. Filmstrips

1. Care and Use of the Shaper, No. 6262, MGH

2. Evolution of Machines In Industry, No. 6258, MGH

3. Introduction To Machining, JH (note: 3 kits, total of 16 films)

C. Books

1. Adams, John. Comprehensive General Shop I. Milwaukee: Bruce Pub. Co., 1959.

2. Boyd, T. Gardner. Metalworking. Chicago: Goodheart-Wilcox., Inc., 1961.

3. De Garmo, E. Paul. Materials and Processes In Manufacturing. N.Y.: The MacMillan Co., 1962.

4. Hallett, F. H. Machine Shop (Theory and Practice). Toronto: McMillian Co. of Canada Ltd., 1961.

5. Ludwig, Oswald A. Metal Work (Technology and Practice). Bloomington, Ill.: McKnight and McKnight Pub. Co., 1962.

6. Olson, Delmar W. Industrial Arts for the General Shop. Englewood Cliffs, N.J.: Prentice-Hall Inc., 1955.

MAKE A HOUSE MODEL

A Captioned Film
for
Advanced and College Levels

By Arrangement with
Bailey Films, Inc.

Captioned Films for the Deaf
U.S. Office of Education
Washington, D.C.

Time: 11 minutes

Color

I. Film Summary

This film shows tools and procedures used in the construction of a scale model home. Beginning with the blueprint drawing, each step in the building of the house is followed to its completion.

II. Purpose of the Film

A. To show the importance of accurate work and measurement

B. To show the patience and skill required of an architect

C. To show the procedure for building a scale model house

III. Preparation for the Film

A. Preview the film and select objectives.

B. Choose basic vocabulary

- attention
- architects
- backing
- beams
- blossoms
- plot
- carport
- location
- model
- penetrate
- perimeter
- permissible
- boundaries
- represent
- solidity
- tacky
- trimming
- warp
- blueprint
- porch
- casement

B. Vocabulary (continued)

scored
flaps
shrubbery
solidity
warp
excess
shreds
landscaping
tacky
section
inward
siding
trimming

C. Selected idioms and expressions

tissue paper
ground plan
standard size
sycamore tree
pin pricks
spring up
drafting machine
planning pays off

D. Things to watch for in the film

1. The use of water colors to paint the model

2. The scoring of paper prior to folding

3. The proper positioning of the cardboard backing

4. The proper use of glue

5. The preparation of materials for landscaping

IV. Motivation

A. Show pupils a completed scale model and have them describe how they would construct one.

B. Organize a bulletin board display of the important components needed for a model home, e.g., layout of wall section, roof, plot, shrubbery, etc.

V. Followup

A. Suggested questions

1. Discuss the reasons behind an architect's use of a model home.

2. Explain the need for accuracy when constructing a model home.

B. Suggested activities

1. Have pupils make simple models, e.g., dog house, bird house, garage, barn, etc.

2. Make a scale model of the school grounds and buildings.

3. Have each pupil make a scale model of his own house or apartment.

VI. Resource Materials

A. Films

1. A Film On Unicom, CFD

2. Building America's Homes, NYSDC

3. Houses Have Four Sides, CFD

4. Shop Procedures-Mechanical Drawing, MGH

B. Filmstrip

How We Get Our Homes, SVE

C. Books

1. Feirer, John L. Woodworking for Industry. Peoria, Ill.: C. Bennett Co., Inc., 1963.

2. Giesecke, Frederick. Technical Drawing. N.Y.: The McMillian Co., 1959.

MARY S. McDOWELL
(Profiles in Courage Series)

A Captioned Film
for
Advanced Level

By Arrangement with
Robert Saudek Associates

Captioned Films for the Deaf
U.S. Office of Education
Washington, D.C.

Time: 50 minutes — Black and White

I. Film Summary

The courage of one woman, in following her conscience and remaining a pacifist during World War I, is stirringly portrayed. Mary McDowell's willingness to sacrifice her teaching position in order to uphold her political and religious convictions is the subject of this film.

II. Purpose of the Film

A. To point up the ideal of free conscience upon which America was founded

B. To portray a subject for the stability of one's convictions - both political and religious

III. Preparation for the Film

A. Preview the film and select objectives.

B. Choose basic vocabulary.

1. Partial list of characters

Mary S. McDowell
Fred Simpson
Mr. Schneider
Lili Koeller
Mr. Ralson, Principal
Mrs. McDowell

2. Selected vocabulary

attack
beliefs
Board of Education
Board of Superintendents
constitutional right
crusader
curriculum
Custodian of the Flag
fanatics
gas masks
generations
German
a hearing
Latin
loyalty
Loyalty Oath
murderer
overseas
pacifist
patriotism
peacetime
Quaker
Red Cross
religious freedom
self-protection
Society of Friends
tenants
thrift stamps
treason
unpatriotic
violence
war effort
wartime

C. Selected idioms and expressions

not feminine enough
we've got nothing but time
we must do our share
declare our allegiance
highest ideal of American citizenship
follow this idea
keep my beliefs to myself
courage in her beliefs
it's very noticeable
makes sense sometimes
for many generations
right to my own conscience
just pretend you're not
a German national symbol

D. Things to watch for in the film

1. The foundation of Mary's religious and political convictions

2. The substitution of personal antipathies for patriotism

3. The early subtle attempts on the part of family, school and social acquaintances to influence Mary's convictions

IV. Motivation

A. Students should have an understanding of the meaning of pacifist, hawk, dove, and other terms connected with various wars and peace.

B. Students should be encouraged to explore and share their feelings about incidents in their lives which required the courage of their convictions.

V. Followup

A. Suggested questions

1. Where do Americans obtain their rights to certain basic freedoms?

2. Does any institution have the right to deny a person these basic rights? Are there ever any exceptions?

3. Is it possible to develop certain convictions based on a false premise?

4. Should one allow his religious beliefs to influence his political convictions?

5. Are teachers today required to sign a Loyalty Oath? Are any other professional people?

B. Suggested activities

1. Have students write a report on Mary S. McDowell, Right or Wrong?
2. Research the terms used in all 20th Century wars to designate those who were for or against the war.
3. Gather current articles which indicate pacifist activities.
4. Find the exact words of the Loyalty Oath.

VI. Resource Materials

A. Films

1. Date with Liberty, SC
2. Democracy, EBF
3. Don't Be a Sucker, OWI
4. The Great Rights, Brandon
5. House I Live In, YAF
6. Picture in Your Mind, IFF
7. Secure the Blessings, NEA
8. The Toymaker, Athena
9. Voices of the People, OWI

B. Filmstrips

1. Acceptance of Differences, No. 777-3, SVE
2. Recognition of Responsibilities, No. 777-4, SVE

C. Books

1. Miers, Earl S. Freedom. N.Y.: Grosset and Dunlap, 1965. 192 pp.
2. Reuben, Gabriel H. How Documents Preserve Freedom. Chicago: Benefic Press, 1964. 96 pp.

5

A MATTER OF SOME URGENCY

A Captioned Film
for
Advanced Level

By Arrangement with
A. B. Dick Company

Captioned Films for the Deaf
U.S. Office of Education
Washington, D.C.

Time: 22 minutes Black and White

I. Film Summary

Although this film is primarily intended as a public relations film, it could be utilized to demonstrate the speed and efficiency of the duplicating and copying process. An excited office force is trying to expedite filling a rush order for supplies by using modern business machines.

II. Purpose of the Film

A. To demonstrate the use of such business machines as dry copier, photocopier, fluid duplicator, mimeograph and videograph

B. To show the advantages of fast, efficient, dependable services rendered by large companies

III. Preparation for the Film

A. Preview the film and select objectives.

B. Vocabulary

Nouns

electronic parts
problem
customer
engineering
volume
business
circuit boards
paper work
spec sheets (specs)
schedule
supply house
capacitors
ulcer
photo copier
fluid duplicator

B. Vocabulary (continued)

Nouns
process
inmate
unit
videograph
capacity
representatives
press
offset
operator
input data
labels
advantages
shipping
line work
shipment
magnetic tape
sales pitch

Verbs
enables
embarrass
manufacture

Adjectives
heavy-duty
reasonable
sturdy
efficient
unemployed
apparent
dependable
ideal
fully-automated
bold
specific
photo-exact
simplest
popular
technical
qualify

Adverbs
smoothly
immediately
obviously

Participle
erasing

C. Selected idioms and expressions

most of the time
cover all phases
as you can imagine
it covers the field
they're enroute
cheap to operate
any leeway
behind schedule
face a penalty
follow-through
matter of some urgency
this put us in the big league
diffusion transfer photocopier
threw us another fancy curve
let us know

IV. Motivation

A. Plan a tour of the commercial department of the school or of a local business office which utilizes various business machines.

B. Ask a business machine sales representative to demonstrate a fast method of reproducing a class report.

V. Followup

A. Have students list the advantages of the various business machines shown in the film.

B. Have students comment on the advantages and disadvantages of working for a high production company.

C. There were various character studies manifest in the film. Have students discuss their reaction to these personalities.

VI. Resource Materials

A. Films

1. Office Etiquette, EBF

2. People Sell People, (2 parts), MT

3. People, Products and Progress: 1975, USCC

4. Person to Person Communication, McM-Gold

5. Technology and You, Neubacher

B. Filmstrips

1. Communications in Modern Life, MGH

2. Looking at Business Careers, MGH

3. The Trade Acceptance, MGH

4. Transportation and Modern Life, MGH

C. Books

1. Anderson, Ruth I. Secretarial Careers. N.Y.: H.Z. Walck, 1961. 106 pp.

2. Loeb, Robert H. Manners At Work: How They Help You Toward Career Success. N.Y.: Association Press, 1967. 160 pp.

3. Love, Albert and Childers, James S. (ed). Listen To Leaders in Business. N.Y.: Atlanta, Tupper and Love, 1963. 267 pp.

4. Paradis, Adrian A. Business in Action. N.Y.: J. Messner, 1962. 191 pp.

5. Parker Publishing Co. Business Etiquette Handbook. West Nyack, N.Y.: 1965. 338 pp.

MISSILE WORKERS

A Captioned Film
for
Advanced Level

By Arrangement with
AFL-CIO

Captioned Films for the Deaf
U.S. Office of Education
Washington, D.C.

Time: 14 minutes Black and White

I. Film Summary

The main purpose of this film is to illustrate occupations within the missile making industry. Occupations such as; electronic assembly, sheet metal workers, tool and die makers, spot welders, assemblers and inspectors are illustrated. The film shows missiles in action.

II. Purpose of the Film

A. To expose students to the following occupations

1. assemblers
2. electronic assemblers
3. sheet metal workers
4. tool and die makers
5. spot welders
6. inspectors
7. press operators

B. To show students how missiles are built

C. To show the precision and care involved in missile production

D. To make students aware of industrial safety

III. Preparation for the Film

A. Preview the film and select objectives.

B. Gather visual aids.

1. Pictures of missiles
2. Pictures of occupations involved in building missiles
3. Plastic model of a rocket

C. Select desired vocabulary.

Nouns
missiles
skills
Lacrosse
seconds
judgment
device
color codes
turret punch press
atmosphere
molten metal
magnesium
jig
pressure
mace
satellites
rockets
Titan
Bullpup
Pershing
magnifier
program
blue prints
template
form block
aluminum
fuel
assembly line
decal
spoilers
science
automobiles
target
electronics
vacuum tubes
diagrams
handwheel
rocket
sand molds
titanium
equipment
current
information
Matador

Verbs
explore
solding
completed
orbited
launched
destroy
removed
checking
inspected
manned
spot welded
wiring
removed

Adjectives
accurate
safest
operational
experienced
pilotless
advanced
faraway
concerned

D. Suggested idioms and expressions

defense industry
aviation industry
most important
flow of electrons
remove chance
basic electronics
must be perfect
foundry workers
depending on
nation's safety
aircraft workers
age of jets
correct errors
miles of wire
important jobs
sheet metal worker
tons of pressure
perfectly formed
correct course
launch crew
internal combustion
new ways needed
electronic parts
Wheel of Fortune
guidance systems
locked together
trained workers
final assembly
wrong paths
flight path

IV. Motivation

A. Gather articles from the newspaper about:

1. recent missile and rockets launchings

2. astronauts

B. Gather pictures or films on any recent launching.

C. Make a bulletin board depicting the various occupations involved in the production of a missile. As the focal, or end point of the display, have a picture of finished missile or rocket.

D. Obtain a plastic model of a missile and begin to assemble it in class.

V. Followup

A. Suggested questions

1. What are five occupations involved in missile production?

2. What were the names of the missiles that you saw in the film?

3. Why does the electronic industry play such an important part in the missile industry?

4. How does the tool and die maker help in rocket production?

B. Suggested activities

1. Have a discussion about the occupations mentioned in the film.

2. Make a chart showing relationship between the earth, moon and the sun.

    a. Plot various missiles and rockets, showing how far they went.

    b. Discuss as to future aims and anticipated accomplishments.

3. Make a bar graph plotting the various rockets and their accomplishments.

4. Have students construct model rockets out of cardboard tubing and construction paper.

VI. Resource Material

A. Films

1. Guided Missiles, USA
2. Knowing's Not Enough, AF
3. Machines Help Us, BF
4. Rockets and Satellites, HFC
5. Rocket Instrumentation, USA

B. Filmstrips

1. Evolution of Machines in Industry, MGH
2. Introduction to Machining, JH

C. Books

1. California State College at Long Beach. Model Spacecraft Construction. Washington, D.C.: Sup. of Documents, 1966.

2. Coombs, Charles. Gateway to Space. Los Angeles: William Morrow and Co., 1960.

3. Coombs, Charles. Rockets, Missiles and Moons. Los Angeles: William Morris and Co., 1957.

4. Kasper, Sydney H. Careers in the Building Trades. N.Y.: Henry Z. Walch, Inc., 1964. 125 pp.

5. Neal, Edward. Your Career in Electronics. N.Y.: Julian Messner, 1967.

6. Paradis, Adrian A. You and the Next Decade. N.Y.: David McKay Co., Inc., 1965. 175 pp.

7. Yates, Raymond F. The Boys Book of Rockets. N.Y.: Harper and Bros. Pub., 1949.

AMERICANS AT WORK:
POSTAL WORKERS

A Captioned Film
for
Advanced Level

By Arrangement with
AFL-CIO

Captioned Films for the Deaf
U.S. Office of Education
Washington, D.C.

Time: 15 minutes Black and White

I. Film Summary

This film illustrates the services which the U.S. Post Office provides for Americans. It shows how mail is handled and transported to its destination. A short description of various postal occupations and skills required is also depicted. The film illustrates the basic concept of how mail is handled but is not current because of some of the outdated methods and machinery used.

II. Purpose of the Film

A. To show some of the services which Post Offices provide

B. To show how mail is transported and handled

C. To show that various postal positions require an extensive training period and a high degree of skill

D. To show the purpose of parcel post and special delivery

III. Preparation for the Film

A. Preview the film and select objectives

B. Vocabulary

Nouns

cancellor
moving belt
location
studies
cases
communications
congress
world
sender
branch office
distribution
loading dock
parcel post
chute
shelves
receiver
street routes
pay raise
salary
special delivery
Federal Government
overseas

Verbs

deal
load
sort
serve
seal
cancel
envy
handle
allow
aim
qualify
distribute
strike
practice
receive
empty
check
speed
limit

Others

responsibility
skillful
A.F.L.
delivery
business
international
C.I.O.
registered
inexpensive
difficult

C. Selected idioms and expressions

the mail must go through
all over the world
changes hands
arrive on time
special ways
carefully handled

IV. Motivation

A. Have students write about the handling of mail between a nearby town and the school.

B. Have students bring to school letters which they have received.

C. Write to the Postmaster General for the postal rates, and clerk qualifications. Make bar graphs if applicable.

V. Followup

A. Suggested questions

1. Compare postal delivery of the west with that of today.

2. List various methods by which we transport mail.

3. Describe how you feel mail will be delivered in the future.

B. Discussion questions

1. Why is the Zip Code helpful?

2. Is mail sorted today by the same method depicted on the film? (Note use of Zip Code)

C. Selected activities

1. Use the overhead projector to describe the parts of the Zip Code.

    a. Prepare twenty cards with addresses and twenty cards with addresses and Zip Code. Have students sort. Time them. Ask which method is easier.

2. Have students make a bulletin board, tracing how mail is handled as it goes across country. (How many hands does it go through?)

3. Obtain a scale and show how mail is weighed to determine the cost of shipping.

VI. Resource Material

A. Films

1. Mailman (2nd Edition), EBF

2. Our Post Office (Rev. ed.) (P-i), EBF

B. Filmstrips

1. Christmas Mail Stacks Up, MWR Ser #2 No 12-65

2. Our Post Office, #5361, EBF

3. The Postman, #7104, LFS

C. Books

1. Liston, Robert. Your Career In Civil Service. N.Y.: Julian Messner. (Chapter 7. Jobs in the Post Office)

2. Maltman, Chauncey. Mr. Mailman. Whitman, 1954.

3. Miner, O. Irene Sevrey. The True Book Of Our Post Office And Its Helpers. Childrens, 1955.

4. Schloat, Warren. Adventures Of A Letter. Scribner, 1949.

PRINTERS

A Captioned Film
for
Advanced Level

By Arrangement with
AFL-CIO

Captioned Films for the Deaf
U.S. Office of Education
Washington, D.C.

Time: 14 minutes — Black and White

I. Film Summary

This film gives an overview of the printing trade from the layout of the magazine to the finish product. It deals in generalities rather than specifics. However, it is a good film for students who are at the initial stage or have not had previous exposure to the printing trade.

II. Purpose of the Film

A. To introduce students to the technology of printing

B. To give students an understanding and appreciation of the people and processes involved in printing

C. To stimulate students to study printing as a trade

III. Preparation for the Film

A. Preview the film and select objectives.

B. Vocabulary

Nouns

magazine
rotary press
profession
printer
blueprint
activities
electrotypes
statesman
stencil
editor
journal
metal

Nouns (continued)

press
plates
plane and mallet
linotype operator
information
employee
paste-up
illustration
judgment
equipment
end result
quality
brochure
poster
composing room
item
apprentice
typesetter
proofpress
entertainment
periodical
idea
advertisement
trade
typesetter
proofreader
layout artist
AFL-CIO
shape
reader
journeyman
type faces and sizes
cuts
photoengraving
vibrator
galley (tray)
dummy layout
blanks
space
subscriber

Verbs

select
notice
imprint
check
lock
require
set
guide

Adjectives

technical
electronic
responsible
up-to-date
attractive
complicated

Adverbs

basically
seldom
regularly

Participles

printing
choosing
confusing

C. Selected idioms and expressions

reach of all
form the lines
presses are rolling
take for granted
join together
years of practice
space the words
few of the best
fall into place
lowered the cost
basically the same
take pride in the work
quality of the work
twist of the wrist
ready to mail

IV. Motivation

A. Show students several magazines and ask if they can explain how they are printed.

B. Prepare a bulletin board to exhibit the layout of a school publication.

C. Arrange a tour of a local printing plant.

V. Followup

A. Have students layout a small class publication.

B. Discuss and compare different types of publications, e.g., a first-rate publication versus a comic book.

C. Prepare a class display of selected quality publications.

VI. Resource Materials

A. Films

1. Basic Reproduction Processes in the Graphic Arts, Farrell

2. Printing Through the Ages, EBF

3. A Safe Shop, MGH

4. Typesetting, CFD

5. Working Safely in the Shop, COR

B. Filmstrip

Safety in School Shops and Gymnasiums, EG

C. Books

1. Cooke, David Coxe. How Books Are Made. N. Y.: Dodd, Mead, 1963. 63 pp.

2. Curry, Harold A. Linecasting Keyboard Operation I. New Brunswick, N. J.: Curriculum Laboratory, Rutgers University, 1966. 99 pp.

3. Dean, Elizabeth. Printing: Tool of Freedom. Englewood Cliffs, N.J.: Prentice-Hall, 1964. 64 pp.

4. Fisher, Leonard Everett. The Printers. N. Y.: Franklin Watts Inc., 1965. 46 pp.

PUTTING A JOB ON A PLATEN PRESS

A Captioned Film
for
Intermediate and Advanced Levels

By Arrangement with
Bailey Films, Inc.

Captioned Films for the Deaf
U.S. Office of Education
Washington, D.C.

Time: 11 minutes Black and White

I. Film Summary

Putting a job on a platen press begins with the inking of a press preparatory to putting in the form. A student demonstrates how to ink properly and how to put in a heavy or light form. Cautions are given about the danger of smashing the form on grippers or guides.

A simple packing is prepared. Guides are marked out and inserted. A proof is pulled and checked for ink, packing, and the position of the guides. After the second proof is checked, a slight guide correction is made. The third proof is pulled and then approved by the instructor.

The guides are sealed and tapped; the grippers are moved in to cover the margins, and the press run begins.

II. Purpose of the Film

A. To demonstrate to beginning presswork students the general principles involved in putting a job on a platen press

B. To stimulate interest in a new activity of the graphic arts or print shop

C. To point out the sequence of steps in producing a printed job

III. Preparation for the Film

A. Preview the film and select objectives.

B. Select desired vocabulary.

Nouns
heavy form
grippers
light form
draw sheet
bottom guides
gripper wrench
packing
air pockets
throw-out lever
ink plate
sealing wax
fly wheel
clearance
packing sheet clamps
throw-out guides
rollers
bales
proof
type
guides

Verbs
skinned
scratched
crease

Adjectives
smooth
adjusted
sealed

C. Selected idioms and expressions

ink the press
washed up
well distributed

IV. Motivation

A. Set up a display of quality printed materials, e.g., letter heads, business cards, etc. Beside this, display some printed materials that are smudged and printed unevenly. Discuss why neatness and quality are necessary.

B. Display a type form that has been smashed by the grippers on a press. Discuss why this must not be allowed to happen.

V. Followup

A. Suggested questions

1. What effect do air pockets have on ink?
2. In what position should the rollers be when the press is stopped?
3. How do you insert a heavy form on the press?
4. How do you insert a light form on the press?
5. What are the packing sheet clamps called?
6. What is the top packing sheet called?

B. Suggested discussion questions

1. Distribute to the pupils proofs of a job that has been printed on a slant. Ask the pupils how they would move the guides, so that the work could be printed correctly.

2. Discuss the reasons why different kinds of ink are needed.

VI. Resource Materials

A. Films

1. How to Make a Linoleum Block Print, BF

2. Poster Making: Printing by Silk Screen, BF

3. Printing with a Brayer, BF

B. Books

1. Carlson, Darvey E. Graphic Arts. Peoria, Ill.: Chas. Bennett, 1965.

2. Clark, Merle A. Student Printing. Peoria, Ill.: Chas. Bennett, 1949.

3. Cleeton, G. and Pitkin, C. General Printing. Bloomington, Ill.: McKnight, 1953.

4. Polk, Ralph W. Elementary Platen Presswork. Peoria, Ill.: Manual Arts, 19

5. Polk, Ralph W. The Practice of Printing. Peoria, Ill.: Chas Bennett, 1952

THE ROAD TO WORLD WAR II

A Captioned Film
for
Advanced Level

By Arrangement with
McGraw-Hill

Captioned Films for the Deaf
U.S. Office of Education
Washington, D.C.

Time: 20 Black and White, SYNCAP

I. Film Summary

This film centers on the rise of totalitarianism after World War I. It depicts the acts of aggression committed by the Axis Powers and the futile appeasement policies tried by the free nations which finally ended in the start of World War II. It begins with the invasion of Manchuria by Japan in 1931, and ends with the attack on the United States by Japan in 1941.

II. Purpose of the Film

A. To give information concerning events which led to the start of World War II

B. To show the weakness of the League of Nations in preventing acts of aggression

C. To show the failure of appeasement, and the lack of decision and unity among the free nations

III. Preparation for the Film

A. Preview the film and select objectives.

B. Choose basic vocabulary.

Proper nouns

Neville Chamberlain
Benito Mussolini
Nazi Party
Munich Pact
Czechoslovakia
Poland

Proper nouns (continued)

Adolf Hitler
Emperor Hirohito
Lord Lytton
Haile Selassie
Francisco Franco
Maxim Litvinov
Edward Daladier
Edward Benes
Josef Stalin
League of Nations
Axis Powers
Fascist Party
Geneva
Maginot Line
Monarchists
United Nations
Lytton Commission
Italy
Germany
Japan
Manchuria
Ethiopia
Spain
Russia
France
Rhineland
China
Sudetenland
Austria
United States
Nanking
Prague
Munich
London
Paris
Washington, D.C.
Rome

Nouns

oppressor
aggressors
militarists
industrialists
prime minister
chancellor
emperor
dictator
indecision
investigation
organization
prosperity
persecution
loyalty
injustice
assassination
annexation
nationalism
totalitarianism
appeasement
invasion

Adjectives

semifeudal
widespread
neutral

Verbs

invaded
seized
sacrifice
appease
prevent
unite
overthrow

C. Selected idioms and expressions

mineral resources
financial insecurity
superior race
power-hungry nations
brute force
take advantage
living space
international morality
martial law
obedience to leaders
free nations
totalitarian states
deadly peril
declare war
nonaggression treaty
protest notes
acts of aggression
economic sanctions
bad faith
insure peace
price of goods rose

IV. Motivation

A. Previous preparation should include background of events leading to World War II.

B. Prepare worksheet of basic vocabulary to be distributed to pupils.

C. Prepare bulletin board displays of people and events relating to World War II.

V. Followup

A. Using worksheet suggested above, have pupils identify all proper nouns and explain selected idioms and expressions.

B. Prepare worksheet listing acts of aggression leading to World War II as shown in the film. Have pupils rewrite them in chronological order and give date of each.

C. Suggested discussion topics

1. Discuss the steps which the free nations took in trying to combat the acts of aggression leading to World War II.

2. Discuss the effectiveness of economic sanctions as a method of political control.

3. Discuss nationalism as it is developing at the present time.

D. Suggested activities

1. Collect and discuss current news item relating to the acts of political aggression, acts of appeasement, the rise of nationalism.

2. Have each pupil choose a person mentioned in the film and prepare a written report based on library research.

VI. Resource Materials

A. Films

1. League of Nations, MOT

2. Mussolini, (CBS News "20th Century" Production), MGH

3. The Rise and Fall of Nazi Germany, MOT

4. The Twisted Cross, NBC

5. World War II: Background and Causes, COR

6. World War II: Prologue, U.S.A., EBF

B. Books

1. Adleman, Robert H. and Walton, George. *Rome Fell Today*. Little, 1968.
2. Bayne-Jardine, C. *Mussolini and Italy*. N. Y.: McGraw, 1968.
3. Crozier, Brian. *Franco*. Boston: Little, 1968. 616 pp.
4. Elliott, B. J. *Hitler and Germany*. N. Y.: McGraw, 1968. 128 pp.
5. Johnson, Gerald W. *America Moves Forward*. N. Y.: Morrow, 1960. 256 pp.
6. MacGregor-Hastie, Roy. *The Dictators*. Criterion, 1968. 160 pp.
7. McSherry, James E. *Stalin, Hitler and Europe*. World, 1968. 308 pp.
8. Shirer, William L. *The Rise and Fall of Adolf Hitler*. N. Y.: Random House, 1961. 179 pp.
9. Snyder, Louis L. *The First Book of World War II*. Watts, F., 1958. 94 pp.

SCIENTIFIC NOISE

A Captioned Film
for
Advanced Level

By Arrangement with
Modern Learning Aids

Captioned Films for the Deaf
U.S. Office of Education
Washington, D.C.

Time: 28 minutes — Black and White

I. Film Summary

The question, "What is noise?" is answered by this film. Initially, many different concepts people have of noise are discussed. Then the scientific concept of noise is visually depicted through the use of an oscilloscope.

II. Purpose of the Film

A. To show what noise is in the scientific sense

B. To show that sound has waves and these can be seen through the use of an oscilloscope

C. To show the concept of negative noise and positive noise

D. To show us how noise, in the scientific sense, affects us everyday

III. Preparation for the Film

A. Preview the film and select objectives.

B. Gather visual aids.

   1. A picture of an oscilloscope, or, if possible, a real one

2. A record player

3. Records

4. A simple jig saw puzzle

C. Select desired vocabulary.

Nouns

oscilloscope
noise
instruments
volume
selection
signal ratio
generator
message
positive noise
transmitting button
visual information
signal information

music
composer
frequencies
cartoons
information theory
noise level
information
code
walkie talkie
astronauts
T.V. camera
T.V. engineer

sound
better definition
punched card
tape
communication
examples
signal
negative noise
filter
dirty windshield
still picture
loose connection

Verbs

recognize
define
notice
interfere

investigate
disagree
reduce

bang (to hit)
increase
peek

Adjectives

scientific
unpleasant
stylish

subjective
modern
Japanese

popular
traditional
static

Adverb

electrostatically

Preposition

underneath

D. Selected idioms and expressions

signal to noise ratio
Go ahead.

a computor singing (This is meant literally.)

IV. Motivation

A. Have an oscilloscope so that the children can see their voices.

B. Discuss what they think noise is. Try to formulate a definition.

C. Give students several pieces of a jig saw puzzle and have them try to figure out what it is. At the end of the film, have them complete the picture.

V. Followup

A. Suggested questions

1. What is scientific noise?

2. How does scientific noise affect deaf people?

3. Why does music make many lines on the oscilloscope?

4. What causes "snow" on a T.V. screen?

5. Do you think most popular songs are noise or music?

B. Suggested activities

1. Design a message in code form, then using a piece of paper with holes cut in it, filter out the message (positive noise).

2. Put several screens over a picture and see how many screens must be removed before students can guess what the picture is.

3. Make various noises so that students might see how signals affect their hearing aids.

   a. Show how loudness affects hearing aids.

   b. Demonstrate how noise between sender and hearing aid affect the hearing aid.

4. Using the oscilloscope and a record player, demonstrate the wave patterns of

   a. music (popular and classical)

   b. and the human voice

      1) Use a high voice to say the same thing then repeat using a low voice.

      2) Use a loud voice to say the same thing then repeat using a soft voice.

      3) Read a poem to show the fluency of our language - or to show the staccato.

5. Possibly, compare a modern art picture with the patterns on an oscilloscope.

VI. Resource Materials

A. Films

1. Change of Frequency, 8 mm Single Concept, IFC

2. The Nature of Sound, COR

B. Suggested reading

1. Bixby, William. Waves. N. Y.: David McKay and Co., Inc., 1963.

2. Colliers Encyclopedia. Vol. 21. Crowell-Collier Publishing Company

3. Freeman, Ira M. All About Sound and Ultrasonics. N. Y.: Random House, 1961.

4. Garnet, Charles. Sound and Hearing. N. Y.: Abeland-Schuman, 1965.

5. Reuben, Gabriel H. What Is Sound. Chicago: Benefic Press, 1960. 40 pp.

6. Windle, Eric. Sounds You Cannot Hear. Englewood Cliffs, N. J.: Prentice-Hall Inc., 1963. 69 pp.

TYPING SKILLS - DAILY JOB TECHNIQUES
(Second Edition of Ready to Type)

A Captioned Film
for
Advanced Level

By Arrangement with
Coronet Films

Captioned Films for the Deaf
U.S. Office of Education
Washington, D.C.

Time: 13 minutes　　　Black and White

I. Film Summary

On-the-job typing proficiency requires adequate preparation for the day's work, in addition to the mastering of basic operating skills. A typist anticipates a variety of jobs and plans each individual job. She can eliminate needless movement and increase her output by organizing her desk, grouping similar jobs, and applying special techniques to such tasks as typing envelopes, stencils, and tabulated reports.

II. Purpose of the Film

A. To show that planning a day's work is necessary

B. To show how a typist can help herself by:

1. Planning for a variety of jobs

2. Planning each job as it comes

3. Planning to be accurate

C. To give some tips on how to improve your typing:

When typing a number of carbons, put a slip of folded paper over the top of all the papers to keep them from slipping when they are being put into the rollers.

D. To show how planning jobs can eliminate needless work:

1. By having supplies handy at the beginning of the day, you save yourself many trips to the supply room.

2. By grouping similar jobs together, you save time setting up tabs.

3. By asking your employer questions if you are not sure of what he wants, you avoid making mistakes.

4. By knowing when to make carbons, copies, spirit masters or stencils, you can save time.

III. Preparation for the Film

A. Preview the film and select objectives.

B. Gather visual aids.

C. Select desired vocabulary.

Nouns

techniques
envelopes
address
resetting
supplies
corrections
center
pica
estimate
stencils
carbons
production
eraser
tabulators
energy
margins
photocopy
proofreading
accuracy
problem
typewriter
shield
drills
errands
spacing
elite
sections
masters

Verbs

organize
decides

Adjectives

needless
different
unfinished
valuable
similar

Adverbs

efficiently
horizontally

D. Selected idioms and expressions

warm up
carbon paper
finger exercises
chain-feeding method
production time
letterhead paper
incoming work
stroking action
spirit duplicator master
second sheets
reference books
normal load
I used to be the same way
stencil master

IV. Motivation

A. Post on the bulletin board a neatly typed letter and a poorly typed letter.

B. Ask half the class to watch the film and find as many tips as they can on how to improve their typing. Ask the other half of the class to watch for how to plan their jobs to avoid needless work.

V. Followup

A. Selected questions

1. What happens when you are not prepared for work?
2. Why is it important to warm up before beginning to type?
3. What must a good typist think about?
4. How can she become a valuable worker?
5. What is the difference between pica and elite type?
6. What is the chain-feeding method?
7. How do you type post cards?
8. When do you make carbon copies?
9. When do you make photo copies?
10. When do you use a spirit duplicator master?
11. When do you use a stencil master?
12. Why is it important to proofread your work?
13. How do you center a statement?
14. What do Cap., Com. and Point mean?

B. Suggested Activities

1. Discuss three ways in which planning aids production.
2. Let them try several of the techniques as shown in the film such as:
   a. chain-feeding envelopes
   b. inserting postcards

c. centering different exercises

d. using a folded paper while making carbon copies

3. Show each girl how to clean her own machine. Let her do it.

VI. Resource Material

A. Films

1. Building Speed, COR

2. Right At The Typewriter, IBM Corp.

3. Typing Skills - Daily Job Techniques, COR

B. Filmstrips

1. Basic Letter Typing - Parts I & II, MGH

2. Basic Manuscript Typing - Principles of Arrangement, MGH

3. Basic Tabulation Typing, MGH

4. Better Posture, Better Typing, MGH

5. Display Typing Principles and Patterns, MGH

6. Fundamental Typing Habits, MGH

7. Getting Ready - Parts I & II, MGH

8. Gregg Secretarial Training - Set No. 2 Secretarial Short, MGH

9. Gregg Typing Series 2 - Method and Short Cuts, MGH

10. How Typing is Learned, MGH

11. Remedial Typing Techniques, MGH

C. Books

1. Rowe, Lloyd and Winger, Fred. Gregg Typing Book I & II. N. Y.: McGraw-Hill, 1967.

2. Lessenberry, D. D. 20th Century Typewriting. Southwestern Publishing Co., 1962.

D. Transparencies

1. Business Forms, General Aniline and Film Corp.

2. How to Make the Typewriter Work Better for You, General Aniline and Film Corp.

3. Making Routine Duties Interesting, General Aniline and Film Corp.

4. Typing the Manuscript, General Aniline and Film Corp.

5. What Makes a Typewriter Function, General Aniline and Film Corp.

6. Writing a Letter, General Aniline and Film Corp.

E. Perceptoscope

1. PDL Typewriting Skill Improvement, Perceptual Development Laboratories

2. Typing Skill Development Orientation, Perceptual Development Laboratories

DANIEL WEBSTER
(Profiles in Courage Series)

A Captioned Film
for
Advanced Level

By Arrangement with
Robert Saudek Associates

Captioned Films for the Deaf
U.S. Office of Education
Washington, D.C.

Time: 50 minutes Black and White

I. Film Summary

This film shows the courage of Daniel Webster when he chose, despite family and political pressure, to help in the preservation of the Union rather than to further his own political prestige. By his support of the Clay Compromise, he alienated his powerful Massachusetts constituency and destroyed any chance he might have had to become President of the United States, the office he considered "the highest earthly honor."

II. Purpose of the Film

A. To show the personal courage of Daniel Webster in his support of the Compromise of 1850

B. To show the emotional fervor among the extremists on the issue of slavery

C. To show the respect accorded Webster as a politician and as the outstanding orator of his time

III. Preparation for the Film

A. Preview the film and select objectives.

B. Choose basic vocabulary.

1. Partial list of characters

Daniel Webster
Caroline Webster
Fletcher Webster
Henry Clay
Ralph Waldo Emerson
John Calhoun

2. Selected vocabulary

abolish
Abolitionists
Achilles
acknowledge
Alexandria
apologize
anxiety
arson
avert
awkward
brandy
breadth
candidate
canvassing
champion (v.)
cherish
chilled
circulating
cloves
compels
compromise
condemned
conscience
constituency
constituents
crucify
deny
distrust
dynamic
eloquence
extremists
feeble
fervor
flippant
fugitive
goodwill
handcuffs
homicide
hotheads
inducements
inevitable
inferiority
inhuman
inseparable
justify
labor
Marshfield
measure
miracle
moan
monstrous
moody
non-slaveholder
oratory
otherwise
politician
prestige
principle
racket
reasonable
recipient
refute
renegade
rumor
secession
seldom
shield
simplicity
situation
sociality
territories
toothache
traitor
ungraciously
vast
witty

3. Selected idioms and expressions

slave trade
speak for the country
Senator from Massachusetts
a fair solution
a living lie
a social call
preserve the Union
a young buck
accept a bribe
over yonder
poisoning his liver
a good voice box
don't be so touchy
my soul is my own
hold my head high
hold to silence
a profitable government post
a great price to pay
lose all
Scarlet Infamy!
can command such an audience
give the floor to ...
split in two
debauch a nation's conscience
drive a man to drink
not a bad one in the lot

C. Things to watch for in the film

1. Daniel Webster's struggle with his conscience and his preoccupation with thoughts that he later uses in his Compromise speech

2. The attempts by his wife and son to influence Webster's decision concerning the Clay Compromise

3. Webster's reactions to (a) the sight of men confined for the purpose of being sold, (b) the deliberate separation of slaves from their families and (c) the indifference of the trader toward the slaves and his overly-familiar attitude

4. Clay's patriotism: concern for the welfare of his country versus his personal health

5. Webster's appreciation of his homeland

6. The enmity that develops between Webster and his Massachusetts constituents, specifically Emerson

7. The tension in the Webster family on the eve of Daniel's speech to the Senators

8. The courage and understanding shown by Caroline Webster when, despite her former opposition, she tells Daniel she will accept his decision to support the Clay Compromise

9. The nightmare in which Webster defends his position against Emerson and other opponents of the Clay Compromise

IV. Motivation

A. The pupils should have a knowledge of the events and other legislation involving compromises that led up to the controversy over the Compromise of 1850.

B. Prepare a bulletin board display using maps, pictures and other materials illustrating the spread and control of slavery in new territories, etc.

C. Discuss the underground railway and make a map of the routes most frequently traveled.

V. Followup

A. Suggested discussion questions

1. What had been Webster's position on the abolition of slavery and how did he reconcile it with his support of the Clay Compromise?

2. What did Clay mean by his statement, "they will kill my bill with endless delays and ammendments"? Relate this to current bills before the Congress.

3. Contrast the issues involved in the abolition of slavery with the current civil rights movement and indicate what progress has been made since the 1850's.

4. Differentiate between the achievements of Noah Webster and Daniel Webster.

B. Suggested activities

1. Have each pupil write a biographical sketch of Daniel Webster that involves library research.

2. Read and discuss the complete speech that Webster made in the Senate in support of the Clay Compromise.

3. Have each pupil write a report about one of the outstanding literary or political figures of 1850, e.g., Emerson, Whittier, Clay, Calhoun, etc.

VI. Resource Materials

A. Films

1. Daniel Webster, EBF

2. John Greenleaf Whittier, CFD

3. John C. Calhoun, EBF

4. New England: Background of Literature, COR

5. Webster's Sacrifice to Save the Union, MGH

B. Filmstrips

1. Causes of the Civil War, SVE

2. Henry Clay: Western Nationalist, SBC

3. John C. Calhoun: Spokesman for the South, SBC

C. Books

1. Coit, Margaret L. *The Fight for Union.* N.Y.: Houghton, 1961. 136 pp.

2. Kennedy, John F. *Profiles in Courage.* N.Y.: Harper and Brothers, 1961. 35-51 pp.

3. Lawson, Robert. *Watchwords of Liberty.* Boston: Little, Brown and Co., 1957. 42-43 pp.

4. Lindeman, Jack (Ed.). *Conflict of Convictions.* Chilton, 1968.

5. Petry, Ann. *Harriet Tubman: Conductor on the Underground Railroad.* N.Y.: Crowell, 1955. 247 pp.

VII. Errata

Caption	Correction
you make me sick	you turn my stomach

WOODROW WILSON
(Profiles in Courage Series)

A Captioned Film
for
Advanced Level

By Arrangement with
Robert Saudek Associates

Captioned Films for the Deaf
U.S. Office of Education
Washington, D.C.

Time: 50 minutes Black and White

I. Film Summary

Woodrow Wilson's fearlessness in risking his career and possible reelection to appoint and support Louis Brandeis as Associate Supreme Court Justice is clearly portrayed in this film.

II. Purpose of the Film

A. To confirm Woodrow Wilson's courage of his convictions in appointing Louis Brandeis to the U.S. Supreme Court

B. To show the necessity of personal courage in making and supporting a personal decision

III. Preparation for the Film

A. Preview the film and select objectives.

B. Choose basic vocabulary.

1. Partial list of characters

Woodrow Wilson
Joseph Tumulty
Louis Brandeis
Attorney General Gregory
Senator Lodge

2. Selected vocabulary

appointment
Attorney General
candidate
Chief Justice
citizens
clerk
confirm
congressman
Democrat
flattery
Judiciary Committee
nominate
public utilities
protest
quorum
Republican
revenge
roll call
rumor
senator
Supreme Court
vacancy

C. Selected idioms and expressions

take a chance to advance his country
bully and murderer
highest court in the United States
native of (Louisville, Kentucky)
might owe ________ a favor
I doubt he'll make trouble
lose the election
breach of promise
get the idea
understand the common people
worthy of its honors
approve his appointments
have no faith in him
personal choice
will lose seats
committee is adjourned
withdraw his name
change their minds
great act of courage
see some changes

D. Things to watch for in the film

1. The attempts on the part of several senators to dissuade Wilson from his choice of Louis Brandeis as Associate Justice of the Supreme Court

2. The concern of the common people (e.g., the kitchen help) for the appointment

3. Wilson's tactics in influencing the Senate Judiciary Committee to recommend that Brandeis' appointment be confirmed by the Senate

4. The social and political machinations prior to the committee's confirmation of the President's appointment

5. The ability of small groups to influence politics

IV. Motivation

A. Students should have a background in the American Constitution, the duties of the President in making political appointments, and the confirmation of such appointments.

B. Students should be aware of the history of Woodrow Wilson's first term as President of the United States.

V. Followup

A. Suggested questions

1. What happens when a Supreme Court Justice dies in office?
2. How long is the term of office of a Supreme Court Justice?
3. What is the function of the Supreme Court?
4. If the Senate had not approved Brandeis' appointment, what would have happened?
5. Why was Brandeis a controversial figure?

B. Suggested activities

1. Discuss the ability of a small group to influence politics.
2. Research other historical conflicts over political appointments.
3. Discuss the importance of the courage of one's convictions.
4. Discuss the politics of political schemes.
5. Discuss checks and balances of power of the three branches of government as stated in the Constitution of the United States.

VI. Resource Materials

A. Films

1. How We Elect a President, CFD
2. Over There 1914-18, COFI
3. Woodrow Wilson: Spokesman for Tomorrow, MGH
4. World War I, EBF
5. World War I, Part I: Background, COR
6. World War I, Part II: The War Years, COR
7. Your Government - The Presidency, CFD

B. Filmstrips

1. Our Constitution Series, MGH

2. The President: Office and Powers, MGH

3. Why Study Democracy, MGH

4. Woodrow Wilson, EG

C. Books

1. American Heritage. The Presidency. Chicago: American Heritage, 1964. (Vol. 15, No. 5)

2. Archer, Jüles. World Citizen: Woodrow Wilson. N. Y.: Messner, 1967. 191 pp.

3. Peare, Catherine O. The Woodrow Wilson Story: An Idealist in Politics. N. Y.: Crowell, 1963. 277 pp.

4. Steinberg, Alfred. Woodrow Wilson. N. Y.: Putnam, 1961. 194 pp.

APPENDIX

The purpose of this appendix is to provide the teacher with a cross index of all the study guides for educational captioned films that have been published from August 1965 to August 1968. Baxter, Berkeley, De Paul, and Rochester refer to the four volumes where the study guides can be found.

Primary

Film	Study Guide Book
Adventures of Willie the Skunk	De Paul
An Airplane Trip to Mexico	Berkeley
Animal Homes	Baxter
Animals in Autumn	Berkeley
Animals in Spring	Berkeley
Animals in Summer	Berkeley
Animals in Winter	Berkeley
An Apartment House	Baxter
Ant and the Dove	Berkeley
Johnny Appleseed	Berkeley
Arithmetic in the Food Store	Rochester
A Balanced Aquarium	Berkeley
Beginning Responsibility: Doing Things for Ourselves in School	Baxter
Beginning Responsibility: Other People's Things	De Paul
Beginning Responsibility: Taking Care of Things	Baxter
Bird Homes	Baxter
The Birthday Party	Baxter
The Bus Driver	Berkeley
The City	Berkeley
Country Mouse and the City Mouse	De Paul
Cuckoo Clock That Wouldn't Cuckoo	De Paul
Curious George Rides a Bike	Berkeley
The Dairy Farm	Baxter
Division for Beginners	Rochester
The Doughnuts (from Homer Price)	Berkeley
Eat Well, Grow Well	Baxter
Everyday Courtesy	Rochester
Everyone Helps in a Community	Baxter

Film	Study Guide Book
Fairness for Beginners	De Paul
Farm Babies and Their Mothers	Berkeley
The Farmer	Berkeley
Fireman	De Paul
Flipper the Seal	Berkeley
Flying a Kite	Baxter
Food Store	De Paul
Frank and His Dog	De Paul
Friction All Around Us	Berkeley
Frozen Foods	Rochester
Goldilocks and the Three Bears	De Paul
Halloween	Baxter
Home on a Farm	Baxter
How Air Helps Us	Berkeley
How Does Your Garden Grow	Berkeley
How the Animals Discovered Christmas	Berkeley
I'm No Fool with Fire	Berkeley
Introducing Sets, Numbers, and Numerals	Rochester
Jingle Bells	Baxter
Judy Learns about Milk	De Paul
King Midas and the Golden Touch	De Paul
Kindness to Others	Baxter
Kittens: Birth and Growth	Baxter
Let's Go to the Circus	Baxter
Let's Keep Food Safe To Eat	Baxter
Let's Share with Others	De Paul
The Little Red Lighthouse	Berkeley
The Lumber Yard	Rochester
Making Change for a Dollar	Rochester
Manners at Home	Baxter
Manners at School	Baxter
Manners in Public	De Paul
Mexican Children	Berkeley
Mike Mulligan and His Steam Shovel	Berkeley
Money and Its Uses	Rochester
Mother Goose Stories	De Paul
Multiplication for Beginners	Rochester
Nancy Goes to the Hospital	Baxter
The North Wind and the Sun	Baxter

Film	Study Guide Book
One Day on the Farm	Baxter
Our Wonderful Eyes and Their Care	Baxter
Passenger Train	De Paul
Policeman	De Paul
Rapunzel	Baxter
Rediscovery - Clay	Rochester
Rediscovery - Paper Construction	Rochester
Rikki, The Baby Monkey	Rochester
Rudolph the Red-Nosed Reindeer	Baxter
Safety at Home	Baxter
Safety on the Playground	Baxter
School for Ted	Rochester
Seven Little Ducks	Baxter
Snowy Day	Baxter
Spotty, Story of a Farm	De Paul
Stefan on Sunday	De Paul
Summer on a Farm	De Paul
The Supermarket	Baxter
A Surprise for Mother	Baxter
Teddy's Tour	De Paul
Three Little Kittens	Berkeley
Three Little Pigs	De Paul
Tippy, the Town Dog	Berkeley
Tommy's Day	De Paul
Tommy's Healthy Teeth	Baxter
Ugly Duckling	De Paul
A Very Special Day	Rochester
Water and What It Does	Berkeley
Weather for Beginners	Berkeley
What Do Fathers Do?	Baxter
What's Alive?	Baxter
Your Family	Berkeley
Your Table Manners	De Paul
Zoo Baby Animals	De Paul
Zoo Families	Baxter

Intermediate

Film	Study Guide Book
ABC of Hand Tools (Part I and Part II)	Rochester
The Age of Discovery	Berkeley
Airport in the Jet Age	De Paul
Alaska	De Paul
Aluminum Workers	Rochester
America the Bountiful	Rochester
American Flag	De Paul
The American Revolution	Berkeley
Amphibians: Frogs, Toads, and Salamanders	Berkeley
Argentina	De Paul
Australia	Berkeley
Beginning Good Posture Habits	Baxter
Beginning To Date	Rochester
Belgium and the Netherlands	Berkeley
Beyond Our Solar System	Berkeley
Boy of a Frontier Fort	Berkeley
Bread	De Paul
Breathing	Rochester
The Butterfly	Berkeley
Camouflage in Nature Through Form and Color Matching	Berkeley
Canada: The Industrial Provinces	Berkeley
Children of Germany	Baxter
Children of the Plains: Indians	De Paul
Children of the Wagon Train	De Paul
Cotton in Today's World	De Paul
The Day Life Begins	Baxter
Density	Rochester
Department of Justice	Baxter
Division for Beginners	Rochester
Eggs to Chickens	Baxter
Electricity: Principles of Safety	Berkeley
Energy and Work	Berkeley
Errors in Measurement	Rochester
Everyday Courtesy	Rochester
The First Flight of the Wright Brothers	Rochester
Fish Are Interesting	Baxter
Fitness Skills for Children: Walk Better	De Paul
Foods from Grains	Baxter
The Freight Train	Baxter
From Generation to Generation	Rochester
Furniture Workers	Rochester

Film	Study Guide Book
Gold Rush Days	Berkeley
Great Lakes Area	De Paul
The Great White Trackway	Rochester
Gulf Coast Region	De Paul
The Housefly and Its Control	Berkeley
How Green Plants Make Food	Berkeley
How Plants Help Us	Rochester
How To Change a Chemical Reaction	Rochester
How To Be Well Groomed	Rochester
How Your Blood Circulates	Rochester
Indians of Early America	De Paul
Indonesia - New Nation of Asia	Berkeley
Insect Enemies and Their Control	Berkeley
Introducing Air	Baxter
Irrigation Farming	Berkeley
Jamestown Colony	De Paul
Japanese Boy: The Story of Taro	Baxter
Junior High: A Time of Change	Rochester
Kentucky Pioneer	Berkeley
Know Your Library	Berkeley
Life in Ancient Greece	Berkeley
Life Story of a Crayfish	Berkeley
Life Story of a Moth	Berkeley
Life Cycle of a Paper Wasp	De Paul
Life Story of a Toad	Baxter
Machines Do Work	Berkeley
Machines That Help Us	Rochester
Making Electricity	De Paul
Mammals Are Interesting	Baxter
Marco Polo's Travels	Berkeley
The Meaning of Pi	Rochester
Milk	De Paul
The Milky Way	Berkeley
Money and Its Uses	Rochester
Multiplication for Beginners	Rochester
Navajo Silversmith	Rochester
Ocean Voyage	De Paul

Film	Study Guide Book
Peoples of Spain	Baxter
The Pony Express in America's Growth	Berkeley
Prehistoric Animals	Berkeley
Rediscovery - Clay	Rochester
Rediscovery - Paper Construction	Rochester
Rubber in Today's World	De Paul
Rubber Workers	Rochester
Science of Orbiting	Rochester
Sea Adventures of Sandy the Snail	Baxter
Secrets of the Ant and Insect World	Berkeley
Secrets of the Bee World	Berkeley
Secrets of the Plant World	Berkeley
Scandinavia	De Paul
Shelter	Baxter
South America	De Paul
Southwest - Land of Promise	De Paul
So You Want To Be an Electronics Technician	Rochester
Story of a Trout	Berkeley
Story of Sugar	De Paul
Synthetic Fibers	De Paul
This Land Is Your Land	Baxter
Thunder and Lightning	Rochester
Trip to the Moon	Baxter
The Truck Driver	Baxter
Typesetting	Rochester
Valley Forge	Rochester
A Very Special Day	Rochester
The War of 1812	Berkeley
George Washington	Berkeley
Water Cycle	De Paul
Weather Scientists	Berkeley
What Causes the Seasons	Berkeley
What "Liberty and Justice" Mean	Baxter
Who Are the People of America?	De Paul
Why Study Home Economics	Rochester
Why Study Science	Rochester
Wind and What It Does	Berkeley
Woodworkers	Rochester
Writing Better Business Letters	Rochester
You Are My Sunshine	Baxter
Your Cleanliness	De Paul
Your Clothing	De Paul
Your Eyes	De Paul
Your Government - The Presidency	Berkeley

Advanced

Film	Study Guide Book
ABC of Hand Tools (Part I and Part II)	Rochester
Accounting: Basic Procedures	Rochester
John Adams (Part I and Part II)	Rochester
John Quincy Adams (Part I and Part II)	Rochester
The Age of Discovery	Berkeley
John Peter Altgeld (Part I and Part II)	Rochester
Aircraft Machinists (American Workers)	Rochester
Aluminum Workers	Rochester
America the Bountiful	Rochester
The American Revolution	Berkeley
Animal Habitats	Baxter
Johnny Appleseed	Berkeley
Aptitudes and Occupations	Rochester
Archimedes' Principle	Berkeley
Australia	Berkeley
Banks and Credit	Rochester
Beginning To Date	Rochester
Belgium and the Netherlands	Berkeley
Beyond Our Solar System	Berkeley
Biography of the Unborn	Rochester
Bookmakers	Rochester
The Boston Massacre	Berkeley
Boy to Man	Baxter
The Boy Who Couldn't Walk	Baxter
Brazil	De Paul
Breathing	Rochester
Buoyancy	Rochester
Canada: The Industrial Provinces	Berkeley
Chaucer's England	Berkeley
Chemical Changes	Baxter
Children of the Colonial Frontier	De Paul
Churchill - Champion of Freedom	Berkeley
The Civil War	Berkeley
Communication Theory	Rochester
Competition in Business	Rochester
The Constitution of the United States	Berkeley
Continent of Africa	De Paul
Prudence Crandall (Part I and Part II)	Rochester
Department of Justice	Baxter
Digestion of Food	Berkeley

Film	Study Guide Book
Egypt, Cradle of Civilization	De Paul
Electromagnets	De Paul
Energy and Work	Berkeley
Exploring the Night Sky	De Paul
Exploring the Universe	Baxter
Face of the Earth	De Paul
Filing Procedures in Business	Rochester
A Film on Unicom	Rochester
The First Flight of the Wright Brothers	Rochester
Hamilton Fish (Part I and Part II	Rochester
Fluids in Motion	Rochester
Forces: Composition and Resolution	Berkeley
From Generation to Generation	Rochester
Furniture Workers	Rochester
Girl to Woman	Baxter
Gold Rush Days	Berkeley
Good Sportsmanship	Baxter
Gravity: How It Affects Us	De Paul
The Great White Trackway	Rochester
Hawaii: The Island State	De Paul
Heart and Circulation	Baxter
Heredity	Baxter
Hidden Salts	Rochester
High School Prom	Baxter
The Highwayman	Berkeley
Sam Houston (Part I and Part II)	Rochester
How Green Plants Make Food	Berkeley
How To Change a Chemical Reaction	Rochester
How To Be Well Groomed	Rochester
How We Elect a President	De Paul
How Your Blood Circulates	Rochester
The Human Body: Reproductive System	Baxter
The Human Body: Skeleton	Berkeley
Human Growth	Berkeley
Ann Hutchinson (Part I and Part II)	Rochester
India's History: Mogul Empire to European Colonization	Berkeley
Indonesia - New Nation of Asia	Berkeley
I Never Went Back	Baxter
Insect Enemies and Their Control	Berkeley
Installment Buying	Baxter
Irrigation Farming	Berkeley
Japanese Fishing Village	De Paul
Jet Propulsion	De Paul
Andrew Johnson (Part I and Part II)	Rochester

Film	Study Guide Book
Know Your Library	Berkeley
Laundry Workers	Rochester
Laws of Motion	De Paul
Learning about Electric Current	De Paul
Life in Ancient Greece	Berkeley
Life in Ancient Rome	Baxter
Abraham Lincoln	Berkeley
Henry Wadsworth Longfellow	Baxter
Machines That Help Us	Rochester
Machinists	Rochester
Make a House Model	Rochester
Man Without a Country	Baxter
Marco Polo's Travels	Berkeley
Matter of Some Urgency	Rochester
Mary S. McDowell (Part I and Part II)	Rochester
The Microscope	Baxter
Midnight Ride of Paul Revere	De Paul
The Milky Way	Berkeley
Missile Workers	Rochester
The Mississippi River: Trade Route of Mid-America	Baxter
Money and Its Uses	Rochester
Moon	De Paul
Navajo Silversmith	Rochester
A Newspaper Serves Its Community	Baxter
The Pony Express in America's Growth	Berkeley
Postal Workers (Americans at Work)	Rochester
Precision Tool Making and Machinery	Rochester
Prehistoric Animals	Berkeley
Printers	Rochester
Properties of Liquids	Baxter
Puerto Rico	De Paul
Putting a Job on Platen Press	Rochester
A Quarter Million Teenagers	Baxter
Rediscovery - Clay	Rochester
Rediscovery - Paper Construction	Rochester
Republic of the Phillippines	De Paul
Rice: From Seed to Flower	Baxter
The Road to World War II	Rochester
Rockets: How They Work	De Paul
Rocky Mountain Area	De Paul
Rubber Workers	Rochester

Film	Study Guide Book
St. Lawrence Seaway	De Paul
Science of Orbiting	Rochester
Scientific Method	De Paul
Scientific Noise	Rochester
William Shakespeare	Berkeley
Signing of the Declaration of Independence	Baxter
Simple Machines	De Paul
So You Want To Be an Electronics Technician	Rochester
States of Matter	Baxter
Story of a Check	Baxter
Story of the Pilgrims (Part I and Part II)	De Paul
Television Serves Its Community	Baxter
Turkey - A Middle East Bridgeland	De Paul
Typesetting	Rochester
Typing Skills - Daily Job Techniques	Rochester
Valley Forge	Rochester
A Very Special Day	Rochester
Vikings and Their Exploration	De Paul
Daniel Webster (Part I and Part II)	Rochester
What Is Money?	Baxter
John Greenleaf Whittier	Berkeley
Why Study Home Economics	Rochester
Why Study Industrial Arts	Baxter
Woodrow Wilson (Part I and Part II)	Rochester
Woodworkers	Rochester
Wind and What It Does	Berkeley
Your Ears	De Paul
Your Government - The Presidency	Berkeley